THE JOURNAL OF EDUCATION

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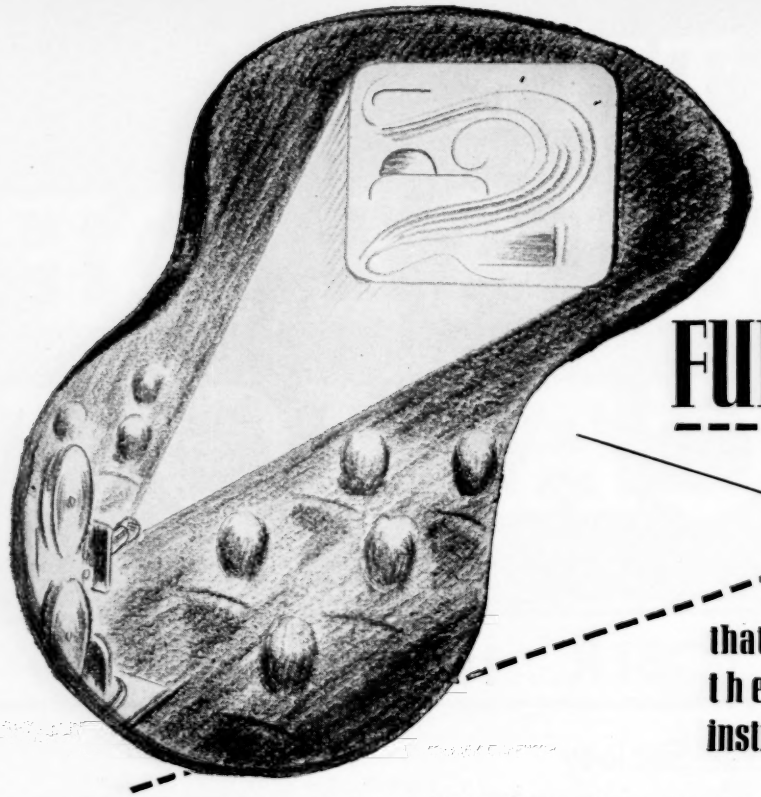

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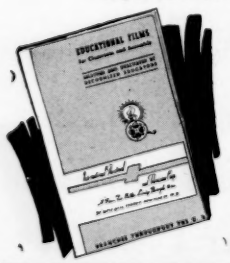

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 9

Two Citadels of Americanism

MORE THAN A HUNDRED YEARS AGO a school for the academic and military training of youth was started in historic Charleston, South Carolina. It was called the Citadel, because it was to be a fortress for defense against ignorance, and against inability to serve state and nation effectively in time of peril.

In the same city, in 1740, had been opened the first of this country's free schools for Negroes. There, in 1785, was chartered the first municipal college in the United States.

The Citadel, which came to be called the "Pride of the South," long since outgrew its original buildings, and was moved to a larger site on the Ashley River. In 1931, after four years as Chief of Staff of our Army, General Charles P. Summerall became its president.

Since then this important unit of the Palmetto State's education system has won new wreaths for its record. Today, next to West Point, it is the largest military college in the land. Its student body represents nearly every state. Only West Point can boast a higher percentage of graduates in our armed services.

In the years since Pearl Harbor its alumni have distinguished themselves in every combat area. They were with Doolittle over Tokyo; they fought in Africa, Italy, France and Germany, and throughout the Pacific. Nearly 99 per cent of them have served as officers.

"We're mighty proud of them," says Dr. James Haskell Hope, South Carolina's State Superintendent of Education. "We're equally proud of the great numbers of young men and women whose training in our public schools has so helped to make them useful to the land they love. It's a grand tribute to our American system of free education that it has inspired in these and in millions of others a working devotion to our democracy.

"One of our valued aids in the devolpment of such a spirit is a little magazine called the Reader's Digest. It, too, is a citadel; a fortress of defense against ignorance of what is going on in our own and other lands; a comprehensive boiled-down guide to advancing thought and action in all fields of progress.

"From month to month it offers mental meals that are nourishing, refreshing and stimulating. I should like to see it in the hands of every High School student, and of many in the upper elementary grades. It so reflects the human values of our free ways as to give youth a lively sense of the benefits and responsibilities of good citizenship."

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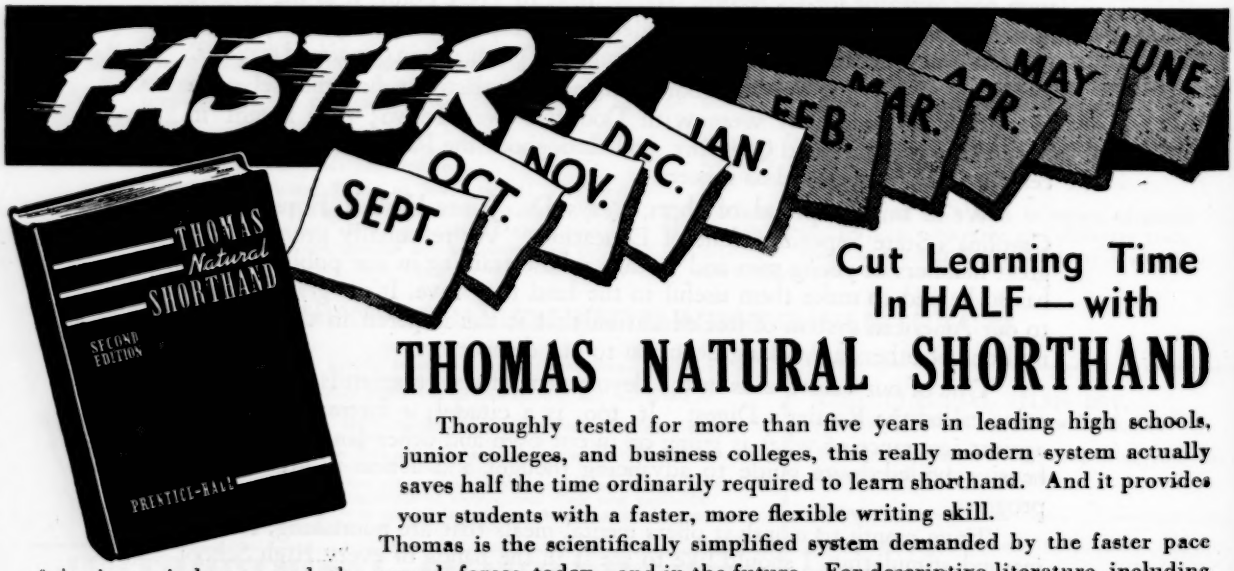

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The Journal of Education

VOLUME 128 — OCTOBER, 1945 — NUMBER 7

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as we go to press . . .

We are amused at the Editor's Wife. She was glancing through the *Teacher's Digest* and came upon an article that she liked especially. She thought to herself, "That's the sort of thing the JOURNAL ought to have. Then she looked—and found it was reprinted from the JOURNAL. We do enjoy having the JOURNAL quoted. Then if the Editor's Wife doesn't get it the first time she can get it on the bounce.

▼

These are exciting times in education as in other spheres. Maybe we are too close to the events and movements to perceive them clearly. Great universities are reshaping their curricula to make sure that every graduate has a better understanding of his American heritage and his responsibilities as a national and world citizen. The Harvard Report is significant because it isn't just Harvard that it deals with. It recognizes the public high school as the end of formal education for a majority of citizens. It treats of adult education also. Be sure to read Mr. Tompkins' *A Report on the Harvard Report*, six pages further along in this issue. What Vassar is doing and why, may be gleaned from our editorial *Attacking the Four-Year "Loaf."* One of our writers this month tells what he proposes to do when he returns to teaching history. Another draws up a Bill of Rights for teachers. Still a third hints of a more ideal school board member than some we've met. Then there is the upheaval in language instruction. Again we are not allowed to forget individual differences and the need for adjustments between school and pupil. These things are going on right around you—and you, if a teacher or school administrator, will play a part in them.

▼

Coming back to our Textbooks in Review section, note the books having to do with better intercultural relations; what Emerson called "realizing our rhetoric and our rituals."

▼

Possibly if you were stranded on a desert island somewhere and had only this copy of the JOURNAL to read, you would gain a tolerably clear notion of educational thinking in the United States in this postwar era. At least we hope so.

TEXTBOOKS IN REVIEW

Better English

First of two workbooks in English grammar, *Better English* contains abundant drill on simple and compound sentences and their component parts. There are pretests and after-tests. The material is well organized, with each new step carefully explained. The whole get-up is attractive—and there is room to write the answers. Yet the book is not too bulky. How any youngster can go through this drill and emerge an oaf in English usage is that youngster's problem. He will need to be a genius in some other line to do it.

BETTER ENGLISH, BOOK I by Richard A. Meade. Allyn and Bacon, Boston.

Story of the Springfield Plan

Although the Springfield Plan has been described in numerous printed articles, in radio broadcasts and in at least one motion picture, a full-fledged book was needed and this has now come from the press—a well written book with excellent illustrations. It is written by Mr. Chatto and Miss Halligan, the two persons most directly responsible for operating this concerted effort of a school system to rid itself of racial and religious prejudice—to educate its young people for mutual respect and understanding and wholesome citizenship in a democracy. Thrilling as the story is, it is nevertheless told with due modesty, proper acknowledgment of contributions from other communities, and evident realization that the job is only started and will take years to finish. Yet five years has sufficed to demonstrate what can be accomplished in an industrial city with a mixed population, by persistent, well considered and cooperative emphasis on one central purpose.

It is doubtful if the idea could ever have been carried through had not the Springfield schools themselves been democratically administered. Not only have politics and class prejudice been eliminated in the selection and advancement of teachers, but the whole movement of "living, learning, working and thinking together" has been developed through committees and conferences and by none but voluntary labors of staff members wanting to take part.

No secrets are held back. No magic is pretended. The story is an open book. It is packed with incidents, problems, solutions, outlines. To read it is to share in what has been a very heartening experience.

THE STORY OF THE SPRINGFIELD PLAN by Clarence I. Chatto and Alice L. Halligan. Barnes and Noble, New York. $2.75.

Design for America

What of the future? What do we want our country to be like? The authors of *Design for America* have put into book form a study of these questions by a group of young people in high school at Wood, Minnesota. Here is the story of an absorbing quest, giving many of the questions explored and outlines that can be followed by other senior high schools or junior colleges. History need not be written entirely in the past tense. It can be made, in part at least, by young people charting it in advance.

DESIGN FOR AMERICA by Theodore Brameld. Hinds, Hayden and Eldredge, Inc., New York. $2.00.

They See for Themselves

Group of students in eleven high schools in or near New York City, were organized into seminars to investigate intercultural relations in their respective neighborhoods. Subjects for research grew out of incidents known to the students, happenings in or out of school, experiences of their families in trying to get jobs, and from interviews. The plan was one of finding facts. The activity was variously organized in different schools, but occupied a portion of each participant's time for a year or longer. In each case the study culminated in a dramatic presentation or "living newspaper." This was a documentary play, depicting incidents pertaining to the general topic. A typical scene was likely to be the joint work of several students.

So much for the method used. Now for the book, *They See for Themselves*, which describes all this. Prepared by Spencer Brown, a teacher in one of the schools, the work unfolds the record in understandable fashion. It shows how topics were selected and facts secured. It tells of conferences and the degrees of adult guidance. It discloses the means used to spread the findings of the group to the entire school or community. It gives the texts of three resulting plays.

While the procedure was one of getting at facts from real life, with books as secondary sources, the purpose was to bring about improvement. How great this actually, was could not, of course, be measured nor was this attempted by the author. Neither does he try to prove whether it is more effective to play up the good situations or the bad ones.

THEY SEE FOT THEMSELVES by Spencer Brown. Harper and Brothers, New York. $2.00.

The Ladder of History

The study of world history promises to have much of the significance and value that it ought to have, now that pupils may see it through the rungs of a ladder. *The Ladder of History* makes another of those admirable efforts to make the past not only vivid but replete with lessons for the present and the future. Often the narration of some far-off event is caught up into the present by a reference to something that has recently occurred.

The historians' dilemma of whether to write chronologically or by topics, has been settled by covering the ground both ways. Part One is the march by calendar. Part Two proceeds by topics—and here we find religions, languages, the search for beauty, the growth of governments, the persistence of war and the efforts to abolish it—these and other equally important themes — each traced through man's annals. If the human race is to climb intellectually and morally as well as it has done in

science and invention young people will need to know more of history's ladder and not just to take for granted all that exists today as if they owned it all through some merit all their own. *The Ladder of History* is history and you.

THE LADDER OF HISTORY by Close and Burke. Macmillan Company, New York. $2.80.

Race Riots Aren't Necessary

Those ever servicable and timely "Public Affairs Pamphlets have added No. 107, naming it *Race Riots Aren't Necessary.*

Professor Alfred McClung Lee of Wayne University has studied the matter and now makes it possible for every thoughtful American to know the needful course of action.

In brief and simple terms, the pamphlet gives the symptoms that precede racial clashes. Communities and their leaders are advised to study conditions in advance and take specific precautions. If this little handbook succeeds in changing several thousand careless citizens into intelligent spotters of race danger, ready to throw their influence toward improvement of relations in their respective neighborhoods, it will have made good. But it can and should do more.

RACE RIOTS AREN'T NECESSARY by Alfred M. Lee. Public Affairs Pamphlet 107. $.10.

America the Heir Of Yesterday

The problem of sketching the backgrounds of this nation for young Americans has again been tackled; this time by Merlin and Jesse Ames, in *America the Heir of Yesterday.* With fewer than four hundred pages at their disposal, the authors had to sift their material with great care and even to boil down some of it to smaller dimensions than they probably liked. But the panorama of the ages that led to the America of 1945 is all unrolled in a way to convince the most skeptical youngster that the United States didn't just happen to be what it is because George Washington said this or Franklin Roosevelt did that—or even because big brother Bob rode into Tokyo. Two-thirds of the book is taken up with the legacies we have received from Egypt, the Near East and Europe. The rest traces the history of our own country. Toward the end there is an important chapter on human freedom. Indeed, liberty and the rights of man may be said to be the underlying theme of the entire text. It is beamed at children of ten to twelve.

AMERICA HEIR OF YESTERDAY by Merl'n and Jesse Ames. Webster Publishing Company, St. Lou's.

Australia

Colorfully illustrated and with text in simple language, *Australia* by Jerrine Mote offers many proofs of the strangeness of that land down-under where so many American doughboys have in recent months been stationed. Naturally there are also many proofs of likeness between that country and our own, but the differences are more interesting—and this is a book for elementary pupils. From it they will learn the major facts of the little continent's physical features, its queer animals and plants, its natives, the coming of Europeans, life in cities and on the farm, the games that children play. Did you ever see a platipus? A lyre bird? A black boy plant? an emu? or a Teddy bear that is alive but cannot leave the country? If you did, it's all the more reason why you will want to show these creatures to the children through the pictured pages of Miss Mote's *Australia.*

AUSTRALIA by Jerrine Mote. Allyn and Bacon, Boston.

Our Workbook Probe Yields Rare Statistics

Our exhausting—because of the heat—investigation of the workbook situation has brought out the following facts:—

Do Administrators favor Workbooks?	Some do Some don't
Do Teachers favor Workbooks?	Some do Some don't
Do Publishers provide Workbooks?	Some do Some don't

Aside from the fact that this is one of the most reliable and easily digested and remembered statistical tables ever published, what more can be said?

Pursuing our determination to be definite, we reply: A number of things.

Workbooks are a comparatively new device. Some administrators haven't yet become convinced of their value. Printed material that is consumable eats up money. If all the teachers get to wanting workbooks, where will it all end? These are underlying thoughts in the mind of a superintendent or principal when, perhaps, he says to the salesman, "My teachers are able to make out their own assignments. If our teachers are good enough, they don't need workbooks."

Other administrators, more ready to experiment, take the attitude that, the better a teacher is, the more her time needs to be conserved for teaching. Classes are apt to be large. Efficiency is called for.

One of the biggest workbook specialists in the United States tells us he has seen several textbook houses which at first refused to lower their dignity by issuing workbooks, but later turned around and printed these paper-bound books by the million.

The same authority estimates that one-fourth of the average schoolbook dollar in this country now goes for workbooks.

To judge from this that there must be a multitude of very ordinary, uncreative teachers, is like inferring that the nation has a host of incapable housewives because so many of them use electric irons and vacuum cleaners.

Summary and conclusions:—Some do and some don't. Obviously, however, the some who don't are not the same as the some who do. Hence an uncertain amount of mutual exclusiveness is indicated.

Each year the some do's increase in number, and the some don't decrease proportionately.

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By Close and Burke

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Editorials

War's Anticlimax

Having fought the war to victory, our men in uniform are eager to come home. To them and to their friends and families, every delay means greater strain.

Congress has been trying to discover the reasons for the slowness of the army and navy in demobilizing their forces. Perhaps the movement will be hastened. Perhaps it won't and can't be.

The real trouble will arise from the need for keeping a million or more overseas as policemen in the enemy countries. Reports indicate that many of the men now doing that job have not been sold on it. They don't see why it is necessary. Maybe some generous furloughs in the United States would improve their attitudes. Rotation of service would surely help. Best of all would be a method of voluntary selection, to be supplemented by compulsory assignments if necessary.

Yet the fact that many of those on duty in Germany and Japan are already weary of their assignments, is somewhat of a portent. How soon will that same weariness overtake the citizens here at home, reflecting itself in Congress, perhaps forcing the withdrawal of garrisons long before this can be done with safety?

We are an impatient people. It would be just like us to quit our sentry posts prematurely, simply because there is no war in sight. We must not be so stupid this time.

A "Tech" Gets the Spotlight

Periodicals such as this one, addressed chiefly to the school profession, ought always to rejoice when some magazine of more general circulation drags a first-rate educational topic into the open. For instance, *Better Homes and Gardens Magazine*, in its September number, plays up an article on Arsenal Technical High School of Indianapolis.

Arsenal Tech is one of a not-too-numerous group of high schools in large cities of our country that try to discover a pupil's aptitudes and interests and to make these the driving power behind his entire course. At that Indianapolis school, many avenues of mechanical and manual work are open. In fact, almost any course will be provided if demanded by a sufficient number of students. The surprising thing is that so much of the interest in vocational subjects carries over into such fields as English and Latin. The average high school, with its so-called vocational courses intertwined with the rest of the program, often has a serious unsolved problem to prevent loafing by members of the vocational or "open air" group in study halls and classrooms.

The difference must be somewhere at the heart of the school. It must be somewhere in the underlying purpose of the institution and the way it is kept alive and active throughout the faculty and student body.

Gladys Denny Schultz, the author, failed to disclose whether there is any attempt at a core curriculum; any effort to produce graduates having civic as well as economic proficiency. Yet the writeup seems to imply more in that direction than is stated. School people will want to read Miss Schultz's "Is This the School of Tomorrow?" both for their own information and as a sidelight on what the lay public reads and thinks about in the realm of education.

Attacking the Four-Year "Loaf"

A researcher with nothing better to do might look into the origin of the figure four as a standard for educational stairways. The high school in many places has shrunk from four to three years, but in doing this has merely given away its first year to the lower school; the length of the public school course still remaining a multiple of four.

Now four is ceasing to be a sacred number for colleges. Junior colleges have begun bisecting it. The University of Chicago regards the first two years of college as belonging preferably to secondary education and as a span to be culminated with the bachelor's degree. The next two years are for specialized work at university level, in the Hutchins-of-Chicago view.

Meanwhile some of the four-year colleges are considering reduction of the degree-earning years to three. Dean Mildred Thompson of Vassar, for one, argues that the traditional college course with its twenty weeks' vacation every year and its country club atmosphere wastes too much time. So Vassar turns to three years of forty weeks each as a solution to be tested by experience. This arrangement, she argues, will allow for a subsequent year of technical preparation such as many graduates of the four-year arts course now find necessary before they can make a satisfactory living.

No doubt the Vassar dean—who writes in *Survey Graphic* for September—is correct in her opinion that the change from war to peace calls upon college faculties and students alike to take their work more seriously. And who knows but what the old four-year "loaf," as it is disrespectfully named, might cease to be a loaf if halved or three-quartered?

Two Weeks in One

The week of November 11 to 17 wears two artificially applied labels, each having signifiance for schools. It is both "American Education Week" and "Children's Book Week."

As for the first of these, the observance this year will be the twenty-fifth in a yearly procession that has done much to interest the public in its schools and to bring citizens and schools together. This year's theme is "Education to Promote the General Welfare." Booklets, scripts and other materials may be had from the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. Enclose a dime for booklet if you're that flush.

"Children's Book Week" is now sponsored by a special organization which publishers and editors have set up to handle the growing demands of this movement. Write the Children's Book Council, 62 West 45th Street, New York, for suggestions, if you wish them.

The two observances can go hand in hand. If you can induce more children to read more and better books, their education will be enriched and they will have a grand resource for lifelong pleasure and emancipation. If schooling can be broadened and deepened and made to function at its best, with strong community support, there will be more readers, more thinkers, more able leaders, more discriminating followers.

Whether you boost education or children's books or both, you can't go wrong.

Predecessors and Successors

It is a rule of campers hiking over mountain trails that each cabin shall be left in good order for the next occupants, whoever these may be.

Similar consideration of one's successor should be common practice in business offices and in any profession worthy of the name.

It applies to such minor points as leaving a clean desk; book shelves and room in shipshape order; no loose ends to be attended to without full data. But it applies also to matters of mental attitude. The one who is leaving a place should leave so unreservedly and completely as not to continue haunting the premises with his presence or with letters to his former associates that are intended to cause criticism of the successor or doubt of his ability to make good. In the case of one who has retired and remains in town, he could easily become a millstone about the neck of his successor.

As for the new incumbent, he will do well not to belittle the person who preceded him in the position.

A certain principal who followed a notoriously lazy individual, was found working long after school hours one day and was told that Mr. Blank never was known to stay in the building after the last bell. Tactfully and sincerely the new man replied; "I'm sorry, but I have never been as smart as that." He had nothing to gain by joining the snipers, and he knew it.

An honest respect for the work that's to be done and a frank realization that no one of us can ever do it perfectly, but that each brings what he has to offer—this is the line of thought that makes for good succession and good predecession.

Diagnosis Clear Enough

Fatalists and pessimists are saying: "Yes, America is awake now. But wait and see how easily it will go to sleep again. Meanwhile, Germany and Japan will keep working underground toward their goals of world conquest."

These things can happen. They must not be allowed to happen.

Surely there is much more general awareness of what the real problems are that face mankind—greater awareness than at any previous moment in world history. There is value in thus knowing what dangers must be averted, what difficulties overcome.

First there must be discipline—an iron rod of compulsion over the heads of would-be enemies. The military have a name for it: "Destruction of the war potential."

To that end there must be cooperation; a determined effort of civilized people to work together for the common protection.

There must be mutual respect and understanding. There must be justice. Much of the progress will necessarily come through education. Backward nations and backward individuals must be taught.

Along such paths the answers must and will be found.

Through early circumstances and opportunity, the United States has become the leader in experimenting with liberty and democracy. The country is challenged to maintain that leadership, not in any spirit of superiority but in all modesty. The one big problem is only the problem of living together that has been in the laboratory stage here for several centuries.

GENERAL EDUCATION IN A FREE SOCIETY

A Report on the Harvard Report

ELLSWORTH TOMPKINS
Principal, Eastside High School
Paterson, New Jersey

IT has been interesting to read the newspaper accounts and editorial comment regarding the Harvard Report on the Objectives of a General Education in a Free Society. Interesting, because there has been such a variety of reactions, ranging from the cost, $60,000, to such terms as "Education in Disunity," "Education Re-mended," "Elective System Abolished," "Harvard Changes," and so on. To one who has spent a good part of the summer in committee work engaged in study and analysis of the Report* these statements seem with the exception of the cost highly inaccurate. With one or two exceptions the daily press was manifestly unable to give the public a clear, inclusive, unbiased account. It is desirable therefore, for every one who lacks the time to read the Report in its entirety, to have the opportunity of consulting a reasonably accurate digest.

That is the purpose of this article.

The Committee under Dean Paul H. Buck met regularly for two years, beginning in the spring of 1943, and interviewed over one hundred leading men and women recognized as experts in their educational fields. Nothing like this had ever been done before. Of course, persons and institutions previously had espoused greater emphasis on general education. That is quite true. But the great virtue of the Harvard Report is that it represents a comprehensive, cooperative, democratic approach to the statement of a great theme, the need of American education for a unifying purpose and idea, on a basis never equaled hitherto.

The Harvard Report is destined to be an outstanding contribution to the educational literature of our time and will surely have a significant effect on the thinking and practice of men and women in and of education everywhere. How it says what it says is superb. Its literary style is of an excellence rarely met in contemporary educational writing.

Naturally, it is not perfect. Though nicely compressed, it is too short to give full treatment to the theme; it is conservative in its recommendations, probably because so many minds went into its make up; it spends insufficient time proportionately on the ubiquitous less gifted high school student; it does not probe deeply into the great need for readjustment of the curriculum to the functional needs of all high school pupils as potential citizens and adults.

On the other hand, it has tremendous strengths. It points up the great need for challenging our college preparatory students to the fullest extent of their and our ability; it establishes vigorous and fundamental aims for general education; it expresses a broad philosophy of the American educational heritage; it suggests a revision of Harvard's own curriculum that in implication and ultimate accomplishment will prove far reaching.

These are but a few excellences of a profoundly impressive report.

One thing is true: the Committee was not too close to the trees to see the forest. It wrote for the long view, with great admiration for the past, with respect for the contemporary, with vision for the future. Anyone who calls himself teacher owes the Committee a debt of gratitude.

Since the scope of the Report is so comprehensive and its content so meticulously phrased, it has seemed wise to indicate some of the more important concepts, not in order of their importance but as they occur in the book, using as far as possible the original wording. To do otherwise would be to say poorly what has been said so well, and to deny acknowledgment of a superbly spun line of thought.

Education in the United States

Statement: As Americans, we are necessarily both one and many, both a people following the same road to a joint future and a set of individuals following a scattered road as gifts and circumstances dictate.

Problem: How can we attain the right relationship between special training on the one hand, aiming at any one of a thousand different destinies, and education in a common heritage and toward a common citizenship on the other?

Concept: General education, as education for an informed responsible life in our society, has chiefly to do with the second part of this question, that of a common heritage and common citizenship.

Problem: Why has this concern about general education become so strong in late years?

Concepts: These reasons stand out:

1. The staggering expansion of knowledge produced largely by specialism.

2. The concurrent and equally staggering growth of our educa-

* Professor Alfred D. Simpson's Seminar, the Harvard Graduate School of Education 1945: Committee: John P. Breheny, Francis B. Sullivan, Eldridge J. Waters, Ellsworth Tompkins, Chairman.

tional system with its maze of stages, functions, and kinds of institutions.

3. The ever growing complexity of society.

Statement: Between 1870 and 1940, while the population in the United States slightly more than tripled, the high school population was being multiplied ninety times and that of colleges about thirty times.

In 1870 three fourths of those who attended high school went on to college, but in 1940 only one fourth went on to college.

Concept: The high school has ceased to be a preparatory school in the old sense of the word. It now prepares not for college, but for life.

Problem: How can the interests of the terminal students be reconciled with the equally just interests of the one-fourth who go on to further education? And more important still, how can these two groups, despite their different interests, achieve from their education some common and binding understanding of the society they will possess in common?

Concept: The root idea of general education is as a balance and counterpoise to the forces which divided group from group within the high school and the high school from the college. In so far as it is also conceived as an organic strand running through the successive years of high school and college, then it should play the same binding, unifying part for the individual as well.

Problem: What has been the impact of social change on the secondary school?

Statement: The United States has during the period from 1870 to 1940, changed from a mainly agricultural to a mainly urban and industrial nation.

Concepts: With education a state and local responsibility alone, those states which have remained largely rural have been at a very great disadvantage.

If the student's advantages are to be of the use to him and to the nation that they might be, consolidation must be carried forward in rural areas.

An unceasing struggle must be fought to free education from a type of direct political control which seeks to impose, restrain, and dictate.

A similar struggle must be waged against excessive technical requirements for a teaching license.

Theory of General Education

Problem: In what can American education find a unifying purpose and idea?

Concepts: There are certain common or pervasive elements in our culture: Our culture depends in part on an inherited view of man and society which it is the function, though not the only function, of education to pass on, namely the idea of the dignity of man and the recognition of his duty to his fellow men. The other element in our culture, the questioning, innovating, experimental attitude of pragmatism, is in the broadest sense of the word a part of our heritage, rather than alien to it.

Both kinds of education, special as well as general, contribute to the task of implementing the pervasive forces of our culture.

Definition: The term, general education, is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen; while the term, special education, indicates that part which looks to the student's competence in some occupation. General education is distinguished from special education, *not by subject matter*, but in terms of method and outlook, no matter what the field.

Concepts: The traditional division of knowledge into natural sciences, humanities, and social studies, is acceptable; but in distinguishing among them the emphasis is to be on methods of knowledge, rather than on subjects.

Immediate aims of general education—The following traits of mind to be developed: effective thinking, communication of thought, making of relevant judgments, discrimination among values.

Ultimate aims of general education: The development of the good man and the citizen. Personal integration is not a fifth trait; it is the proper fruition of the four.

Problems of Diversity

Problem: How can general education be so adapted to different ages, and above all, differing abilities and outlooks, that it can appeal deeply to each, yet remain in goal and essential teaching the same for all?

Concepts: Though common aims must bind together the whole educational system, there exists no body of knowledge, no single system of instruction equally valid for every part of it.

The final purpose of all education: to improve the average and speed the able while holding common goals before each.

To overcome inequality of educational opportunity in our different states some form of federal support for education is needed.

Problem: How to discover the right general education for students who have lower facilities with ideas?

Concepts: The problem is to educate the less gifted by the same *ideals* of schooling, yet by *means* which shall be meaningful to them.

General education represents a force in education, and ultimately in society, which is not competitive.

General education should form a continuing core for all to the extent of at least half the student's time.

Definition: Half the student's time: 8 units, 3 in English, 3 in

Science and Mathematics, 2 in Social Studies; this is the barest minimum.

Statement: For students not going to college another course in each of the areas is essential.

Areas of General Education; the Secondary Schools

Problem: What is the role of the secondary school in general education?

A—*The Humanities*

Concepts: English literature, the central humanistic study, should afford direct access to the potentialities and norms of living as they are presented to the mental eye by the best authors; all other aims in its teaching are subordinate to this.

The study of literature is throughout the study of language; all teachers of whatever subject have more than incidental responsibility here.

Foreign language — a recognized tool subject—should serve a two-fold purpose in general education: a) to give vitality in humanistic training; b) for the illumination of English in syntax and vocabulary.

An overall plan dealing with the teaching of the Social Studies is essential in every school.

Study of social sciences should develop historical skills: ability to analyze maps and documents, to apply tests of credibility, of scholarly validity to current materials as well as those of the past.

The arts should be included in general education; justification of this lies in the fact that the happiness of nearly all people is enhanced by the presence of aesthetic sensitivity to music and the fine arts, as well as to literature.

B—*Science and Mathematics*

Concepts: The areas in which science can make a lasting contribution to the general education of all students are slighted most often in modern teaching, such as a) the comparison of scientific with other modes of thought; b) the comparison and contrast of the individual sciences with one another; c) the relations of science with its own past and with general human history, and of science with problems of human society.

Below the college level virtually all science teaching should be devoted to general education.

Concepts: The end of the eighth year or the middle of the ninth should be the point of division between students who can derive little profit from further instruction in pure mathematics and those with good mathematical aptitude.

From the point of view of college instruction in science, students who have studied little science but are well grounded in mathematics are preferable to those who have studied much science but little mathematics.

General Education in Harvard College

Problem: What contributions to general education does Harvard plan to make at the collegiate level?

Concepts: Harvard College should have a standing Committee on General Education appointed by the President to do for general education what the departments do for specialized education.

Experience with a speed-up program has served to strengthen the conviction that growth in intellectual and emotional maturity is of the highest educational importance, and its development cannot ordinarily be hastened by an accelerated curriculum.

Language can be most satisfactorily learned, at least for tool purposes, by intensive study over a short period of time rather than by the traditional three hours a week spread over one or more years.

Based on a survey of Radcliffe alumnae, Harvard is convinced that an experimental course in human relations is desirable at the College.

A total of sixteen courses must be each student's program at Harvard College; ten of these must be in the field of specialization and six in general education, as follows: at least one in the humanities, one in the social sciences, and one in the sciences. In addition, it is proposed that a student be required to take three further courses in general education, not in his field of concentration.

Harvard, having found its tutorial services expensive for general educational purposes, and valueless to many who use them, plans to limit such services to candidates for honors only.

General Education in the Community

Concepts: In the measure in which in-school work fails in achieving its aims, the need for means and agencies to pursue them out of school is increased.

Statements: The rejections by the armed forces on educational grounds exceeds one million men.

In 1940 there were over ten million illiterates in the United States, and approximately two million children between the ages of six and fifteen not attending school.

Twenty million, approximately, of our voting population had less than sixth grade education.

Problem: What can the schools do to remedy existing deficiences?

Concepts: It is the responsibility of the schools that what has been learned about illiteracy in the war training effort is not overlooked in peacetime.

Problem: What part can adult education play as the key to the health of the body politic?

Concepts: The salvation of the community depends upon those individuals whose education gives them the moral and intellectual strength to stand out when necessary against the majority.

Such are men and women for whom an adequate system of adult education should find work to do as teachers. The

bottleneck of the adult education program is a shortage of such skillful human experts.

The concepts set forth in these chapters are a real challenge to secondary school teachers and administrators. Quite significantly they have implications for the educational program, the student personnel, the professional personnel of the school system, and the inter-governmental relations. Naturally, "how" is an appropriate word to place after many of these concepts. But the main duty of the report was policy forming. Acceptance of the policy is accepting the "why"; therefore, the "how" is chiefly our problem. Realizing that quite frequently (in an attempt to change) the pendulum is swung too far in the opposite direction, we must face the issue with a sincere calmness. While we accept in general the need for general education, it must be constantly kept in mind that the public secondary school is not a place for polishing brick-bats and dulling diamonds. We must act with the guiding principle that whatever is educationally vital must be made administratively possible.

WHEN I GET BACK TO TEACHING HISTORY

T. EDWYN DICKERSON
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IT may be of interest to teachers to read the thoughts of a ZI (zone of interior) enlisted man who plans to resume the teaching of history. I stress the fact that I have had no foreign service, as I write, because I know that such service would modify what I now think. At any rate, I have a healthy interest in the teaching profession and a similar interest in Clio. I taught some nine years before my friends and neighbors inforced a "sabbatical" upon me and most of those years were occupied in teaching American history and government. That fact probably accounts for the prejudices that I cherish and which nearly three years with "Uncle" can't change. Well, I shouldn't say *change*, as some prejudices have been altered, and that is the gist of this essay.

The army is not consciously a schoolmaster. It indoctrinates—it does not teach. You are not encouraged to modify your philosophy of vocation because of army experience. Yet, living with all types of men for several years, constant change of station endemic to the army produces many conclusions that one would not otherwise draw. Negative experience does have its day, and you find old ideals strengthened—old ideas weakened.

Were I to step into my old classroom tomorrow, the first reaction would be to teach geography—geography with the history. It was a truism in 1940 that American youngster had no idea of simple place geography. And I've learned that travel by itself will not bridge the gaps in that knowledge. It was rather amusing at first to listen to a group of men argue that you would go through Utah in going on train from El Paso to Los Angeles. Travel makes vicarious experience come alive, but only if it is there in the beginning.

The stress upon geography is a positive, albeit trite, change in emphasis that "negative" experience has wrought. There is another. No teacher of secondary schools needed a newspaper testing program to learn that citizens of this republic are ignorant of the facts of their own history. The war has led many of our journalistic intelligentsia to bemoan the lack of interest that American GI's show in the war's deeper issues. One thing is sure: the average man in uniform is innocent of knowledge about our enemies and our allies. That is not surprising considering his lack of factual knowledge of his own nation's past. So, I propose to return to the advice of a college teacher of mine who said, "Just teach 'em history. Don't worry about how." Attitudes and experience will come any way, I've found, whether you want them or not.

When I last taught, I used to feel that history could be taught best if connected with the literature of the times studied. I am even fonder of that idea now. Positively, I intend to restudy our past literature and use all that I can to make the past sparkle in the light of its contemporaries. I am under no illusions about the difficulty of doing that. My own ignorance is first to be conquered. Then comes the more difficult task of conveying that interest, or newly gained knowledge, to others with immature minds. This will be the hardest "practical" step for me to take. Again, I think it is worth the try.

Things that have been mentioned above are concrete changes in method, or however the educators wish to definine it. More intangible are ideals, or "attitudes." When I was forced to leave the profession, teachers with a conscience were worrying over whether or not to indoctrinate. Well, I have made up my mind and intend to preach "good gospel," as I see it. My army experience has led me to these conclusions: (1)

that a healthy state and regional pride is a good thing; (2) that with regionalism and local interest goes a national community interest that transcends it; (3) that liberty under law is our greatest possession.

Any observer today is struck by the chaos that has swept liberated areas in Europe. Order and government seem to have deserted many parts of Italy and France, to mention but two. One must search carefully the past to find civilization reduced to such straits as it is now. The reasons are legion, but one that I care to call to mind is the centralization of European governments. Aside from its political or economic implications, it has the demerit of lessening local governmental capabilities, because it weakens responsibilities. America has not been untouched in the past, unfortunately, by the havoc of campaigning armies. The republic has known its cities to be burned and the countryside despoiled. One large section of our nation survived a war only to be without government, except that of the victor. But local police power, local governments sprang into being—out of the ruins. (They were later cut down by the conquerors, it must be said). No, we are not without experience in total war, total ruin.

One thing is quite obvious when serving in the army. Men and women are still state conscious, and to a lesser extent, region conscious. I think that feeling within moderation is conducive to national political health. I hope to strengthen it. As a native of the Old Northwest, I have a great pride in its political, military, and economic achievements. It would do citizens of my state and region no harm to carry with them a consciousness of its strength, and a feeling of its usefulness. What I have said about *my* section, *my* state, could be repeated for all states. They've all done their part in forming our heritage.

It is antithetical to stress the oneness of our people after discussing localism. But army experience is often confusing and contradicting. One cannot live in a hut with all kinds of men from all sorts of places without being thankful that they can get along together and find common grounds for respect. I have met, as have all service people, men who has performed all sorts of occupations and who come from all the nationalities that make up our nation. There is friction engendered. But, more than ever, the GI's try to get along with the other. All religious differences are subdued. Old World hatreds are weakened. I cannot help feeling pride in a group of folk who just make up their minds to agree and to make life bearable for the others. Irish, Polish, Italian, German, Jewish — well, such are around me constantly. Philosophers have written that this country had an opportunity to build a new type of nation, as we could grow separated from a thousand years of bitterness and memories. If that dream is to come true, we'll have to follow the example now being set for us by our men in uniform. They must get along together; they do.

Men and women in the service have had a taste of regimentation. They know what loss of liberty means, and how galling it is. Everyone who has worn a uniform has had some experience of irresponsible authority. As the Avon Bard said, "a dog in office is obeyed." In almost three years these experiences and countless tales of others have strengthened an old ideal of mine, namely, that the "blessings of liberty" are our greatest wealth.

I always taught as much constitutional history as my conscience would permit me to inflict on the "teenagers." The subject surely isn't inspiring to the juvenile mind. It must not be inspiring to the adult mind or we would have so few citizens who realize that the fundamental principle of our government is "divided power, limited power." And, my fellow teachers, if there is one lesson, amply taught by Clio it is that "power breeds corruption, and absolute power breeds absolute corruption," to quote (or misquote) Lord Acton. The men who made our governmental framework were not inexperienced in the abuses of absolutism, backed by a standing army. I had the conceit to think in 1940 that if those "greats" from their study of government and their personal experience felt that "limited power, divided power" would produce the "blessings of liberty," then I could do much worse than to follow along. Now I *know* they were right.

Well, these are my reflections on my chosen profession after my military experience. They are about the thoughts on teaching I would have had if I had stayed home. They are about your thoughts. However, I must say there are some vagaries of mind that will not clutter up my thinking. It is gain when I *know* what I want to stress, even if it looks pathetically trite by intellectual standards. No, I guess I return from military life unwilling to beat the drums for the "brave new world" but very anxious to aid my students to salvage all they can from our "useable past."

An Exchange
Of Legal Headaches

A school superintendent, prominent in Arkansas, was sued for slander by a doctor. He alleges that last summer when the superintendent released a teacher he gave as his reason "You are seeing too much of that doctor." Countering this suit, the superintendent filed damage suit for $25,000 against the doctor, charging that he had suffered "mental anguish and humiliation" as a result of the charges.—*U. C. Barnett.*

PHYSICAL FITNESS IN A SMALL SCHOOL

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Lincoln, New Hampshire

THE high school at Lincoln, New Hampshire is a small one with an enrollment of 29 girls and 28 boys. However, we feel proud of our Physical Fitness and Health Program.

When the results of the army findings as to the physical condition of the boys of our Nation were publicized in 1942 the school board, superintendent and headmaster of Lincoln tried to find some way of doing their part to improve the physical condition of the high school boys. A study was made of the work being done in the larger high schools and a plan was drawn up suitable for our locality and conditions.

The plan was put before the boys who were enthusiastic about it. The number of senior and junior boys was not large enough to justify the expenditure of time and effort necessary to carry on the program so all of the boys of the school were included. The girls, hearing of the plan, asked to have the same type of program; consequently, the entire school participated voluntarily for the first semester of this work. The program was started in February, 1943, with all but two in the school voluntarily participating in the classes.

Our first step was a thorough physical examination of each pupil by Dr. Handy of Lincoln, at which time a case study card of each individual was made out. This card had a place for Dr. Handy to recommend the type of exercises most beneficial and also to state those to be avoided. These cards were placed on file for future reference and to be used and added to as long as the pupil was in school so that the progress of the individual could be followed and the results of our program noted.

Each group met twice a week. We started with no equipment other than an empty gymnasium and enthusiastic American boys and girls.

At first our classes consisted of setting-up exercises, ranger drills, and the running of races and relays. We wanted mats for tumbling. Being unable to purchase sufficient numbers of them we solicited cotton mattresses and bed mats, which we were able to obtain. The girls of our sewing classes covered them with awning canvas, thus making very suitable mats. This equipment enabled us to add tumbling and pyramid building to our program.

It was impossible to get new rope suitable for climbing or other apparatus. The local paper mill, The Parker Young Company, gave us sufficient old rope to make two 20 foot climbing ropes, two sets of rings, and a trapeze. At this time we installed a chinning-bar in a passageway off the gymnasium. The necessary carpenter work was done with no charge by the father of one of the girls in school.

The next summer a pair of parallel bars was made by a friend of the school. A horizontal ladder was made and installed by a parent of one of the girls in school, and the school board paid to have additional rings and a trapeze put up. This completed our equipment with very little expense to the school.

When the classes were started each boys was given a series of tests and records were kept of what he could do. The results of these tests were compared with the standards for boys of his particular age, weight, and height. In most cases the boy was below standard or very little above it. The tests were repeated at the end of each month and it was amazing to see the growth and improvement of each pupil. In June, all but two of the boys exceeded the standard set for his age, weight and height.

The girls were doing practically the same work as the boys. Their carriage and general health improved tremendously. Although no tests or standards for girls were found, each girl improved in her own accomplishments.

For the past two complete years the program has been compulsory for all members of the school unless excused by the doctor. His recommendations are carefully followed and frequent check-ups are made of cases in which the individual shows need.

Each class period was started with setting-up exercises which got harder as the year advanced. These were carried on for about 15 minutes. A period of 10 minutes was used for relay races or ranger drills. Then 15 minutes was given to tumbling, work on the rings and other apparatus. The latter were very popular with the boys; the girls seemed to enjoy the races more than the apparatus. The classes ended by a run around the block (if weather permitted) or a longer run of a mile as the boys became better conditioned.

This last year during the spring term one class a week for the girls was given over to folk dancing to improve the rhythm and coordination of the pupils. The other period was used as before.

Each year we have run an evening program to enable the parents and friends of the school to see what we have been doing in these classes. The audience was very much pleased with the program and the parents are enthusiastic over the resulting improvement the exercises have brought to the health and carriage of their children.

The pupils are as enthusiastic as ever; evidently they see the benefits of the program. The classes are informal in that the pupils laugh, talk and enjoy the many humorous things that happen in work of this nature. Many of the boys who have gone from our school into the armed services have written of the great assistance our physical fitness program has been to them. Some of them have been selected by their officers to demonstate and teach the skills they learned in our classes.

It has been gratifying to see the gradual and steady improvement in health of our pupils. We are located in the heart of the White Mountains where the winters are severe; yet our pupils have one of the best attendance records in our state. This I attribute partly to the physical fitness of our pupils. They are better able to resist many diseases that would otherwise keep them out of school.

Two cases stand out in my mind as justifying all the time and effort put into this program. When we started the program one of the boys was undersized, round-shouldered, and had a curvature of the spine. Today, his shoulders are back, his spinal curvature corrected and he is as rugged as any member of the basketball team on which he plays. There is no sign of his former infirmities.

The other case is a girl, a Freshman this year. At the beginning of the year she was unable to run more than two or three steps without falling because of a weak leg caused by infantile paralysis. She now can do many of the exercises in our program which she could not do at the start. She participates in basketball and actually played a few minutes in an interscholastic game. At the end of four years of physical fitness work I believe that she will be able to do anything a normal girl can do.

The results obtained by these classes have been possible only through the cooperative efforts of the pupils, school administration, and the community. The results also show that through the cooperative work of all many and mighty things may be accomplished.

"BUT DEFINITELY" AND THINGS

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DO YOU wince when the younger generation shouts as its universal affirmative "Oh but definitely"? Have you ever felt that a phrase so constructed could be only gibberish? Are you sometimes impelled to point out that "but," in ordinary usage, means "except" and that "except definitely" is senseless? If so, prepare to relax when next you hear the offending phrase, for there is ancient etymological justification for this very modern expression.

It is a mannerism of the French to say *mais oui* in affirmation, which is literally translated "but yes." The *mais* seems to add nothing, and is we thing of *mais* (but) as meaning "except" there is an apparent contradiction in thought. However, if we examine the derivation of *mais* we find it to be a shortened form of the Latin *magis*—which meant "more"—and we may therefore translate *mais oui* as "more yes," which is an understandable phrase of emphasized affirmation. Applying the same process to "but definitely" produces "more definitely," which certainly makes sense.

Have you ever thought it advisable to instruct a child that "an orange" is not "a norange?" A few centuries ago the child and not you would have been correct. When the first oranges came from Persia to Europe, they were brought by Arabian traders, and in the British Isles the Arabian word was adopted to identify this new fruit, and out of English mouths it became "norange." In those days few people could read or write; those who heard "a norange" mentioned mistook the division of the words, thinking that the fruit was "an orange"—the same sort of mistake in reverse, made by the child of today when he speaks of "a norange." (Since "orange" in Spanish is a feminine noun and the feminine "a" is unia, the Spaniards did not make that error, and an orange in Spain is still *una naranja*. The same mistake in dividing words turned "nadder" and "napron" into the modern "adder" and "apron."

Often the spoken English of four or five centuries ago was different from written (literary) English, but that does not mean that the spoken (or "vulgar") form was always incorrect. (The adjective "vulgar" has through the years assumed a connotation which is at variance with its root meaning. "Vulgar usage" means, originally, the word usage adopted by the common people—that is, by the *majority*.) There were localisms in different parts of England, as there are in certain sections of the United States today. (Where, outside of northern New England, will you find used the adjective "boughten?" Yet "boughten" is good Anglo-American, and recognized by the dictionaries. And a New Englander will be puzzled by the middle westerners' use of "clever," which to most of us means capable or skillful, but which the mid-westerner uses as a synonym for "amiable.")

There are some localities in the United States in which people habitually say "I slep." Very

likely the dropping of the final "t" is the result of careless articulation, but here again, what is right today was wrong a few centuries ago. Many English verbs today form the past tense by changing the vowel within the word, as *grow, grew,* and *blow, blew.*. The verb *sleep* was once one of these, and its past tense was *slep;* but many other verbs, such as *talk* and *look,* merely added *d* or *ed* to the present and did not alter the internal vowel. The ungrammatical people of those days sometimes added *d* to the *past* tense of verbs, so that *slep,* the proper past form of *sleep,* became aggravated into *slep-ed,* with the final *ed* receiving the emphasis of a complete syllable. In time the final *ed* was contracted to *t,* and thus we have *slept.* In the same way *wept* was evolved from *wep* plus *ed.* A comparable instance in modern English would exist if large numbers of people began to add an extra *'ed* to the past tense of *grow:* we should have *grew-ed,* and eventually *grewt. Slept* and *wept* might be compared to a line of usurpers who have reigned so long that the eyistence of the royal house which they supplanted has been forgotten. And when next year your sensitive ear winces as "I slep," remember that if judged by any absolute standard of correctitude the speaker is no more ungrammatical than you who say "I slept."

▼

Language is fluid and dynamic; that is right today may have been wrong in days gone by—and perhaps will be again correct some day hence!

A TEACHER'S BILL OF RIGHTS

MYRTLE MANN GILLETT

1. Academic Freedom, as the foundation of a valid American educational system, is fourfold. First, and as essensential as religion, is the freedom to choose the methods needed to make pupils learn. Second, the freedom to think and speak as individuals and not as puppets of any central power. Third, freedom to sit in the assemblies of educational law-making as equals and not as underlings. Fourth, freedom to express honest disagreement with school policies without fear of being condemned as "uncooperative."
2. A well-regulated body of teachers, in order to maintain their intellectual and academic integrity shall not be prevented by rule or by precedent, from protesting, frankly and vigorously, any infringement of their rights.
3. The quartering in the normal class-room of disruptive elements, the psychopathic and dangerously unruly, or criminally inclined disciplinary pupils, shall not be permitted even with consent of the teachers, except in classes especially reserved for these deviates.
4. The right of teachers to be treated as adults shall not be violated by prying or stealthy supervision, by hypercritical "appraisals" and by periodical "ratings" from narrow-minded and dogmatic supervisors; and indeed in no American community, large or small.
5. Teachers have the right to expect in their academic surroundings the same security of possessions and achievements as in their out-of-school life. The efforts of their brains, their intellectual and academic work shall not be taken for public use without just compensation.
6. No teacher shall be accused of any offense unless she have an opportunity to answer the accusation;
7. Teachers have a right to be judged not only by the administration but by their peers. Perhaps the only way to secure trial or appraisal by one's equals is to take active part in the intellectual world by publishing.
8. As proof of teachers' success, excessive amounts of clerical work, report-making, attendance at meetings and pep-talks are valuless and a waste of time. The teachers' main business is to teach and not to talk and hear talk about it.

   Teaching is not a money-making scheme, "where the boss runs the show", but an effort by noble-minded independent men and women to create noble-minded and independent citizens.
9. Teachers are entitled to the same courtesies and kindnesses in their professional relationships with their superior officers as they would be in an out-of-school situation. It should not be necessary to enumerate or list these rights.
10. All powers not specifically delegated to the administration and not prohibited by the school rules, which the teachhad a part in making, beyong to the teachers, for the teachers are the school, and all the rest exists merely to make the teachers' work efficient and effective.

CAN A REAL TEACHER BE POPULAR?

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon, West Virginia

IS POPULARITY on the part of a teacher an asset or a liability? This is an easy question for anyone addicted to answering without thinking. To others it entails considerable difficulty. The safest reply would likely be that of Sir Roger de Coverly to the effect that "much might be said on both sides." Yet the question is so wide in its ramifications and so practical in its applicability that it deserves more consideration than it has ordinarily received, at least in print.

I was once a fellow-speaker at a banquet with a member of the faculty of an institution in which I had previously taught, his connection with it having begun shortly after mine had ended. Conditions made it almost necessary for him to say something about my career there, and he made the usual gracious remarks, especially stressing my "popularity." Although one should not take post-prandial, or any other, compliments too seriously, I was but mildly pleased with what was said. First, since on several occasions during my stay at that institution I had had to take some highly positive stands in regard to controversial matters, I knew that my alleged popularity had been by no means unanimous. Secondly, down under the surface was the feeling that a teacher can be popular without being efficient.

A good many years ago I was called into service in an advisory capacity in the filling of an eleventh-hour vacancy. After reading applications and credentials galore, we made our selection. Some months later when it became evident that we had blundered completely, I reread the letters of recommendation in the case in order to see how we had been so thoroughly bamboozled. My findings in this connection are another story. Needless to say, there was much cautious, evasive writing, which meant more to me after I was able to read between the lines. But one marked characteristic of all of those letters was the use of the word "popular." Although the teacher in question had reached middle life without having taught more than one or two years in a place, he had impressed a number of his associates as being popular. A more detailed knowledge of this particular brand of popularity revealed that it was based on a promiscuous calling of first names, a back-slapping amiability, a pseudo-democracy, an almost total lack of classroom requirements, and an absolute disloyalty to academic standards. Of course, that type of popularity is a plant that quickly withers. Before we can estimate the worth of a teacher's popularity we need to know both its causes and its results.

We must, however, not proceed on the assumption that unpopularity is in itself a virtue. Once a brilliant young teacher in discussing some personal problems with me said, "I know that I am unpopular here; I was in my other position, and I suppose that I always shall be." The underlying feeling here seemed to be that since he was an advanced thinker presenting stimulating ideas out of the beaten track, he was doomed to be a martyr to the cause of progressive thought. Occasionally, this is the case; more frequently it is not.

There have been cases in which teachers have had to bear the onus of an undeserved unpopularity. For instance, a teacher who puts into practice high educational standards in an institution in which slipshod teaching has been prevalent will in many cases be subjected to the severest of criticism. Teachers who prostitute themselves for popularity make it harder for their colleagues. A student body which has been spoiled by low standards, too much attention, slack discipline, and weak morale in general has been taught to expect that which a teacher with respect for his profession and himself cannot give. Moreover, students are conservatives. Even sorely needed changes may arouse their resentment. The teacher, or school administrator, who always goes with the tide is a weakling. He who cannot give negative answers or take stands not necessarily received with favor is of but minor value in any organization.

Frequently as excellent teachers have had to face, at least temporarily, the stings and arrows of undeserved hostility, the most serious cases of personal unpopularity have been caused by mismanagement of human relations on the part of the teachers themselves. Many factors enter into this situation. Problems that trouble an individual naturally influence his attitudes in the classroom. Sometimes school systems give a teacher more work than he can do, with the result of his becoming tired and ill-natured. No profession makes more demands on the quality of patience than teaching, and occasionally the supply of it runs short. Every teacher now and then gets a class

which tends to drag. Uninterested students cause a teacher to become frustrated. Nervousness, discouragement, or a decrease in intellectual interest are factors in making a teacher irritable, dogmatic, and arbitrary. And of course none of these traits is conducive to either efficiency or popularity.

But there are more serious pedagogical defects than these. A lazy teacher is not respected, and in the long run the lack of respect undermines popularity. To accuse teachers of partiality has been an alibi of certain types of students for generations; yet to deny that it ever occurs would be ignoring certain patent facts of the history of teaching. There is no surer road to opprobrium among students than for a teacher to select one of their number as the object of special favor. Another means of losing student regard is the teacher's taking advantage of his position in order to bulldoze those subjected to him into accepting everything which he says as the epitome of the wisdom of the ages.

Sometimes a lack of ordinary tact, or worse still of plain kindliness, has the worst sort of results in this regard. In his first teaching position, Waldo Burton had to meet his classes in a boys' study hall. The class assembled in the front of the room, and at the rear sat in the neighborhood of fifty sturdy youths from the surrounding hills. The year before, conditions had been very much demoralized, as was evidenced by a ceiling decorated with hundreds of paper wads. Waldo determined that there should be an improvement and there was. By the end of the year, the discipline in that room was unbelievably good. It had, though, not been secured by tact or any similar characteristics. Waldo transformed the environment of that room by sheer force of a dominating personality. In fact, he went out of his way to make enemies and succeeded most admirably. During the year he lost about twenty pounds in weight. The tragedy of the situation was that he developed an atmosphere of hostility which diminished his usefulness to those whom he was there to help, and for whom he could have done much.

Although a real teacher must incur his share of hostility, effectiveness in the class-room is impeded by the existence of a deep-seated, long-continuing animosity between student and teacher. In all the areas of life people must live in harmony if that which is worth while is to be accomplished. Unnecessary friction at the best interferes with the work of education; at the worst it can check it entirely. The atmosphere of a class-room or of an educational institution is a determinant factor of immeasurable importance. That the ability to get along with people is an essential element of success in practically all realms of activity is not to be denied. The field of education is by no means an exception to the general rule.

Yet in thirty-five years of teaching the worst failures which I have seen have been those of teachers who went out of their way to seek popularity. The fact that in an educational institution people should put into practice the ordinary arts of successful human relations does not mean that a teacher should make a ward politician of himself. It is the irony of fate that as a rule the teacher who tries the hardest to ingratiate himself with students in the long run becomes the most unpopular. The more ward-politician teachers there are in a school, the less it does educationally. Not only does a teacher of this type do nothing himself, but he also undoes much that his more educationally-minded colleagues are attempting to do. Not all teachers are educators. A teacher and a wire-pulling politician can never dwell in the same tenement of clay.

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The professional seeker for popularity is usually motivated by the sense of some deficiency. Most people, teachers included, desire their own self-respect. He who sacrifices it does so because in some way or other he is not adjusted to his environment. In the background there is a sense of failure. No man enjoys making a human door-mat of himself. To do this causes a nerve strain which lowers his potential teaching power. The game of seeking popularity is a difficult one to play. Not one out of many who play it does not over-play it. The beginning teacher who starts his work with this slant is pursuing a course which is going to teach him some very hard lessons in that school of experience in which the fees are unspeakably high.

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Dr. George H. Palmer used to say, "Pleasure to be got must be forgot." The same is true of many other spiritual rewards of life. They do not come to those who seek them too assiduously. A popularity which comes to a teacher as the result of an effort to win it is brought at too high a price. The main function of a teacher is to teach. And teaching, among many other things, includes the development of a reasonable degree of skill in dealing with others. He who thus far succeeds need not worry about what people think of him.

LANGUAGES FOR ONE WORLD

EMILIE MARGARET WHITE
Head, Foreign Language Department
District of Columbia Public Schools

BEN had just come from the European theater of war. He had seen a great deal since his graduation from high school a year and a half before. Knowing neither Portuguese nor Spanish, he had found himself in a part of Portugal where the natives knew no English. It occurred to him that he might try German. He had been taught this in high school with a strong emphasis on its oral use, although he had never made more than a "C". It worked! With great satisfaction, Ben had returned to his high school Alma Mater to tell how he had been able to make known his needs and to understand replies made to him in German.

Then there was Eddie, who had had no French since leaving junior high school three years before he found himself on a small South Pacific island where French was "the language of the day." His instruction too had laid constant stress on oral use, and he too found that this training had made French "work" for him.

Ben and Eddie are merely two individuals who happened to be in luck in their high school training. The number could be multiplied many times, despite the scores who have been heard to say, "Oh, I had two years of ——— in school, but I can't speak a word of it." One has only to glance at the educational section of a Sunday *Times* or at other recent periodicals to see what has been done for the armed forces, who have been furnished with quick, practical, functional instruction in a great many languages. These boys had to be equipped to take care of themselves linguistically in routine or emergency situations in foreign countries. And the demand for a knowledge of foreign languages in peace-time situations is going to be greater than ever before. Can it be possible that there are school administrators who have not yet discerned the handwriting on the wall and are unaware of its implications for the place of foreign language instruction—including Latin—in the public schools?

Quite seriously, educators and laymen alike have questioned, "Should Latin be barred from a war-time curriculum?" We have been told so often that "Latin is a dead language" that many believe this to be so. Yet a visit to an average junior high school Latin class today would reveal the pleasure of children as they discover Latin all about them — in the words of their own language, in the mottoes of the states and of various branches of the armed services, in inscriptions on statues and buildings, and in the columns of magazines and newspapers. And while they are developing a surer sense of their own language, they are at the same time gaining a knowledge of the history, myth and legend so essentially a part of our cultural heritage. This they get through the reading of connected Latin that from the start interests and challenges them.

The *first* language is always the one most difficult to learn. Once conditioned to any language pattern different from his own, the student finds other patterns easier. The advantage of choosing Latin as the first language is that its body of vocabulary keeps reappearing in *living* words of all the Romance languages and English and even to some extent in those of the Germanic group. Many high school seniors who took the Army aptitude test expressed one of two reactions: either that their training in Latin had been of the greatest help in answering the first half of the examination which tested comprehension of English vocabulary; or, in the case of the non-Latin students, that this part was very difficult for them, even though they found the mathematics and physics easy.

In the field of modern languages, the government sponsored programs are having far-flung repercussions in an awakened public sense of the need for vitalizing high school courses, as well as those in colleges and universities. Dr. Benjamin Fine, writing on the results of such courses in the *New York Times* of September 26, 1943, quoted two privates in the Army as follows: "It gave us a big kick to see how a people warmed up when they heard us trying to speak their language. They like it and don't think it wasn't fun for us!"

These results come from the emphasis on the aural-oral approach that is characteristic of the government-sponsored courses and that has always been characteristic of the best teaching in the secondary schools. A boy now stationed in the army of occupation near Munich, who has been out of school for four years but who had had two years of German in high school wrote to his teacher, "I was surprised to find that my German came back to me as though I had just finished the course. I have talked with quite a few people and no one has laughed yet."

Not only are the aural and oral skills necessary for understanding and collaborating with our present allies, but they are equally essential for the adjustments of the

post-war period, when we shall need to make friends and partners-in-trade of those whom we have conquered. And if after the war, no point on the globe is to be more than sixty hours flying distance from any other point, it is clear that Mr. Ordinary Business Man is going to be more of a commercial traveler than ever before with a far greater need of foreign languages. The advantage in a business deal, as in a game of cards or a battle in court, lies with the one who can understand his opponent's thought processes and speak his language—in the literal as well as the figurative sense.

Any forward-looking school system *can* establish a language program that will yield satisfactory dividends on the educational investment of its public. Florida and the border states of the southwest have already set up such programs for Spanish.

With the growing number of summer language schools where teachers may broaden their own language competence, and with the wealth of printed materials available on methods, it should be increasingly possible for the small community, as well as the large city system, to get teachers who will give boys and girls the vital kind of training that will make of foreign language study both a present pleasure and a future asset. Never has there been a time more propitious for securing the kind of language problem we need. The public knows what the government has done in this respect. Let each community demand this kind of program and perhaps the sons and daughters of those who "couldn't speak a word" after their own study of a foreign language may be able to speak the word that will help to keep the peace.

SCHOOLS IN ICELAND

SGT. JOHN MORAN

FAR from being an isolated ice-flow* which Nature somehow left stranded in the North Atlantic, the Republic of Iceland is in every way one of the most modern communities on earth. Although possessing an extremely meager portion of the world's wealth, her people know neither unemployment nor slums nor illiteracy.

Iceland's concern for the welfare of her people is particularly apparent in respect to her system of free education, for the support of which is allotted approximately 11 percent of the annual state budget.

Aim of Icelandic education, compulsory for all children between the ages seven and fourteen, is "... principally to train the schoolchildren to be good and self-supporting members of the community. But underlying is a deep conviction that a certain amount of general knowledge is required if such is to be the result."**

In the language curriculum, which especially interested me because of the large numbers of Icelanders who are proficient in English and other "foreign" tongues, Icelandic boys and girls are taught, in addition to their own language, English and Danish, with optional courses in Norwegian, Swedish, German and the Romance Languages.

Students in the advanced foreign language classes—that is, those who have had about two years of preparatory work—carry on all their classroom discussions in the language being studied. Without exception, the students whom I have observed in English classes exhibit an unusual fluency in the language. Moreover, they seem to have an excellent grasp of idiomatic expressions. Although their instructor, a man educated in England, speaks with a broad "Oxford" accent, the young men and women have a rather pronounced "Americanized" enunciation—probably the joint result of American movies and the frequent intermingling of Icelanders and American forces stationed there.

American books and magazines, which enjoy great popularity in Iceland, undoubtedly increase the students' fluency in reading. Whenever a shipment of American books arrives, large crowds gather around the doors of the bookshops. Grade-school children have a fondness for comic books which is hardly surpassed even by American youths.

Since corporal punishment in the schools is forbidden by Icelandic law, teachers may have recourse only to an occasional reprimand in dealing with unruly children. However, even that is seldom found necessary. The children appear to have a genuine interest in learning and to appreciate the opportunities afforded them by the schools to prepare for life careers in business, the trades or professions.

Although Iceland has maintained free schools since the 11th century, compulsory education was not introduced until 1907. During the intervening years, education of the nation's youth was carried on chiefly by private tuition in the homes where the Scriptures and old Icelandic sagas were read by parents to their children. Through this widespread reading of the sagas, and because of the country's remoteness prior to air travel and

* Soldiers have been surprised to find Iceland no colder in wintertime than northern sections of the United States—and often not as cold. Numerous glaciers exist in the interior of the island, but along the coastal areas snowfall is remarkably slight for a country so far north.

** Dr. Helgi Eliasson, Director of Education for Iceland.

STANFORD ACHIEVEMENT TEST
•
OTIS QUICK-SCORING MENTAL ABILITY TESTS
•
SCHORLING-CLARK-POTTER HUNDRED PROBLEM ARITHMETIC TEST
•
DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TESTS
•
MYERS-RUCH HIGH SCHOOL PROGRESS TEST

The Influence of Objective Measurement

One administrator makes this statement about the use of standard tests: "Our greatest advance has been in the development of a new point of view—in the realization that since differences exist we must do something about them . . . In the reorganization of classes within schools and in the organization of new types of schools within the system as a whole, the influence of objective measurement of ability and achievement is apparent everywhere. It has given us the basis for continuous organization of new kinds of classes, for refinement in classification, for continuous readjustment of the school program—the beginning of our efforts to adapt the school to the variety of human abilities."

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radio, Icelandic is spoken and written exactly the same today as it was one thousand years ago.

Regular classroom instruction, supplemented by educational programs broadcast over Iceland's radio net work, is offered for a six to nine-and-one-half month period, depending upon whether the school is situated in an urban or rural district. The period is shorter in the country. Within the towns, all children from ten to fourteen must attend school for at least 700 hours a year—those under ten, a minimum of 500 hours a year. All schools offering a general curriculum are coeducational.

The summer vacation extends from April to October for children ten years of age or older, while younger children (who attend school no more than two hours a day) are given their summer vacation from early June until October. In the summertime all boys and girls of school age are afforded the opportunity of living on farms in the country. If the children's parents cannot easily provide for a child's expenses the State does so.

Physical education is stressed throughout both the primary and secondary schools. All children, both boys and girls, must participate in gymnastics and competitive sports. This program is continued even when the schools are not in session. Doctors and dentists are in frequent attendance at the schools, and special facilities—such as sun-ray lamps—are made available to sickly children.

The children attend the elementary schools for seven years, during which time they are taught to be proficient in reading, writing and speaking the native language—as well as in arithmetic, history of the Christian religion, local history, geography and biology. In addition there are courses in manual training for boys and homemaking courses for girls.

Group singing is also taught. From the first to the third year the curriculum calls for "Light tunes suitable for children, to be sung at appropriate times in connection with all classes, for recreation, instruction and rest."

In the teaching of Icelandic, emphasis is at first placed on the grouping of words and phrases rather than spelling, which is not begun until the second year. While brief exercises in letter-writing are undertaken in the third year, the actual study of grammar is not begun until the fourth.

Of the total number of hours spent in elementary school, the largest percentage is devoted to Icelandic. Next, in order, are: arithmetic, local history and geography, biology, drawing, religious instruction, gymnastics and singing.

When the child has successfully completed his seven years of elementary studies, he or she may attend one of the secondary schools. Entrance requirements list the following prerequisites: (1) "The student must be at least 13 years

old and have in his keeping a certificate of birth, vaccination certificate and bill of health. (2) He must be able to write a readable and clean ordinary writing hand at a moderate writing speed. (3) He must be able to read ordinary Icelandic poetry and prose in a well-sounding manner and be able to show an understanding of what he has read. He must know general rules of grammar and the major points of Icelandic declension. In written Icelandic, the student must be able to write a short exercise about a familiar subject in clear language, without too many errors, and putting in the main punctuation marks. (4) In arithmetic, the student shall have a thorough knowledge of the four principal processes of arithmetic with whole numbers and fractions and be skilled in using them. (5) The student shall have learned a description of Iceland and a summary of common geography and be skilled in using a map. (6) He shall know and be able to describe ordinary useful animals and plants, principally those native to Iceland. (7) He is to have studied a short summary of the history of the Icelanders and be familiar with the main points of the human race. (8) As a matter of course, the student must have an undamaged record and be of good general behavior."

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Principal courses studied in the secondary schools are: Icelandic, Icelandic Literature, English, Danish, local and world history, geography, natural science, arithmetic, and the elementary principals of sociology and law "pertaining to the local environment."

Instructors in the secondary schools teach an average of 27 hours a week. Almost all of the instructors are men.

In addition to schools offering an academic curriculum, Iceland maintains numerous vocational schools where youths are taught skills in trades and business. In Reykjavik there is also a special school for the deaf, while the blind and mentally deficient get a special tuition. Provisions are now being made to establish regular schools for the latter group.

Private schools may be established anywhere throughout the country. However, they receive no grants from the Government.

In spite of Iceland's geographic isolation, she has remained in remarkably close contact with every phase of modern progress and has led as often as she has followed. The schools of the young Republic, like its people, have unalterably associated themselves with the belief, common to all free communities of the world, that only an educated electorate can be free.

MONTANA'S HISTORY BY RADIO

MRS. HOWARD T. PLACE
Ramsay, Montana

THE first concerted drive to bring Montana school children the rich and exciting traditions of their state's history was undertaken at Butte, Montana, this winter by three cooperating agencies.

The idea started with the Junior League of Butte being given the opportunity to produce an historical radio series designed for in-school listening on time made available by the Z Bar Net, a Montana network comprising Butte, Bozeman and Helena.

This organization was no more experienced in the field of radio than would be the average PTA or other civic groups. Yet careful planning and consulting of local and state educational officials resulted in a creditable project. What was done at Butte could be repeated in any community.

It was a matter of deep concern to many that whereas the school children were given instruction in ancient and modern history, the subject of Montana history was almost completely neglected Some schools offered one semester in the eighth grade. Teachers and principals wanted this situation corrected but the exigencies of wartime teaching kept their ideas and hopes in the realm of post-war planning.

On the other hand the Junior League of Butte was willing to tackle such an experiment as part of its constantly expanding program of audio-visual projects for children.

The Z Bar Net offered thirteen weekly quarter-hour periods provided the League would put on a reasonably creditable performance. The slick professionalism of big network programs was not even hoped for, since from the start it was evident the Butte program would be handled entirely by amateurs.

The problems of subject matter and scriptwriter received first consideration. The League contracted with one of its members who is a professional writer, Mrs. Howard T. Place, to do the actual writing. After Mrs. Emmett Dolan, a former high-school teacher, was named Radio Chairman to take charge of coordination and promotion, the two women took their problem to the state superintendent of public instruction, Miss Elizabeth Ireland. There is little doubt that the success of this series as to its educational value resulted largely from the fact that the advice of educators was not only sought, but followed.

The whole project could have resolved in a hit-or-miss affair featuring flowery outbursts more suitable for Chamber of Commerce folios. But since education rather than entertainment was the primary purpose, advantage was

taken of the suggestions proffered by professionals in this field. Here was an organization willing to act as the medium through which educators could work. It was never a case of amateurs barging into a specialized field and superimposing untried ideas.

The problem of a cast of characters seemed almost insurmountable. The station personnel could not be asked to take part. Whereas League members could volunteer to take some of the roles, there were no men's voices available for a morning broadcast. It was suggested that possibly the instructor and students of a high school speech class would be interested.

Miss Helen McGregor, speech and dramatics director for Butte High School, placed the matter before her students and received an overwhelming response. These youngsters were untried in radio, but so great was their interest and efforts toward producing a creditable performance, that the radio series was given a smoothness and interpretation far beyond that usually expected of amateurs—particularly, young amateurs.

Increased activities in speech groups and a new understanding of the requirements and problems of radio broadcasting resulted. Even sound effect problems were dealt with by the students. Their participation brought about increased interest on the part of adults in the community, and the high school as a whole.

Whereas other radio stations do present local historical material from time to time, as far as is known, this Butte project was the first of its kind: a series broadcast by students not just to the home town but to a broadcasting area comprising three principal cities, smaller towns and many rural schools.

A check on the listening audience was provided by the state highway department who donated 400 historical maps for classroom use during the broadcast, and later with supplementary projects.

Miss Ireland issued a promotional letter to all county superintendents suggesting that the program series be used if at all possible. This was in addition to a promotional letter sent out by the League. Proof that there was a desire for such material as well as a definite interest in it came when superintendents outside of the Z Bar Net radius wrote in and asked for copies of the script or transcripitions. This is a feature which will receive definite consideration for next year.

It was decided to have the scripts deal with certain phases of state history rather than be a brief spotlighting of certain outstanding events. By now the response from school children and adults has been so great, and the performance so creditable, that there is a strong possibility that the series will become a definite educational feature on the network every year.

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The thirteen scripts in the series "Treasure State Trails" dealt with the history of Montana from 1805 to 1840—the period of the pathfinders and skirmishers, the fur traders and missionaries. The first four broadcasts dealt with the Lewis and Clark exedition as it affected Montana, with succeeding broadcasts highlighting the contributions of such frontiersmen and traders as John Colter, David Thompson, John Work, Jim Bridger and Manuel Lisa, the construction of Fort Union, the Flathead Indians' quest for the Black Robes and the missionary work of Father De Smet. Historical facts were scrupulously checked and the incidents to be dramatized were selected for the true picture they would give of the early pioneering period. Negative aspects — the blood-curdling episodes, the malpractice of the fur traders and the degradation of the Indians were omitted in favor of those which stressed the courage and resourcefulness of the men, the rich results of their exploration, the way in which these pathfinders lived, the boats they used, the contributions they made to American history.

The station provided the more difficult sound effects by means of sound transcriptions and also the colorful background and incidental music from Ferde Grofe's "Grand Canyon Suite" that gave each program coherence and finish.

The school children were delighted to hear about the virile beginnings and exciting exploration that give so much color and drama to early Montana history. Public libraries reported a substantial increase in the circulation of material dealing with the pioneering period of Montana and the Northwest Territory.

Students—with the help of progressive teachers—worked on historical scrapbooks, wrote reports and original themes, re-created the subject matter of each broadcast in paintings, posters and modeling. They searched for pioneer western songs and dances, for models depicting boats and travois and costumes. Each program meant more than just fifteen minutes of enlightening entertainment. For once, history came home to them. It transcribed into an experience a growing pride in their state, and the desire to know more about the part their region played in the American parade.

BOARD MEMBER EXTRAORDINARY

MEADER G. PATTINGTON
Assistant Supervisor
New York State Department, Albany

1. ECONOMICAL JOE: "I was elected to save the taxpayers' money, and, by golly, I intend to do it."

Principal Jones mentally heaved a sigh and outwardly smiled a polite acceptance of the declaration. "I think we all can agree to that policy, Mr. Joe, and I would like to have you look over some of our business set-up here at school so that you can see for yourself just what we are doing."

"Well, there isn't much need of my looking at one thing to know that we can save on it. And that's fuel."

"Yes, I know it appears that we spend a lot for coal, but did you ever stop to think, Mr. Joe, that we have about the equivalent of 150 four-member families here under this roof? The average family, I think you will agree would spend at least $108.00 for nine, or slightly under that amount, tons of coal. Now, if you will multiply that 150 family groups by $108.00, what do you get?"

"Say, that would come to over $16,000, wouldn't it, but then you only have school open about eight hours a day, don't you?"

"Well," replied Principal Jones, "let's divide it by three then, for for the three eight hour shifts and we still get quite a bit over $5,000. And that happens to be just about three times our last year's fuel bill which was exactly $1,817. And that eight hours doesn't take into account the evenings that school is kept open for farm machinery repair classes, war training programs, community meetings, athletic contests, heating a nine bus garage and a few other things."

"Say, mebby I didn't realize you had such a bunch of kids here. That's interesting, the way you explained it. Let's talk over some of the other things . . . you know, mebby things aren't as bad when you're on the inside as they look from the out."

Board Member Joe rapidly grew into a competent, efficient board member and a loyal supporter of his principal and school.

2. BROADCASTER HANK: "And so they didn't like my offer of the wood?" the farmer was indignant. "Well, it will be the last time I ever offer that Board of yours anything more if they are going to turn me down and then talk me over for an hour."

Hank was an old board member and he always made it a practice to "spill the news" at the corner store the morning after board meetings. Principal Jones and other members had several times been made aware of this and finally a talk with the board president before board meeting resulted in a frank discussion of the dangers of outside gossip about personal board discussions. It was agreed that while the Board was a public body, little good could result from passing on board discussions. People hearing only part or one side

of a story were apt to get the wrong impression and finally a motion was made, and seconded (by the errant member) that purely board business should be kept as such.

3. NEGATIVE VOTER BILL: Nine out of ten motions brought up at board meetings in school Blank were voted against by School Board Member Bill. He gave various reasons for so doing, none of which amounted to much, but all apparently centering around the expressed and firmly fixed desire to be on the "opposite side." And then one night, Board Member Bill really had an axe to grind. He discussed vigorously his reasons and made the motion. A complete, dead silence followed. Then with a straight face, the president declared the motion lost for want of a second.

Board Member Bill was immediately on his feet: "Why?"

"I thought you expected us to kill it," a member who rarely said much spoke up. "You never supported anything any of the rest of us proposed for the good of the school."

Board Member Bill suddenly came to and with a slow grin admitted that he saw the light. Board Meetings improved in their unanimous vote on need measures from then on.

4. ABSENTEE JIM: "I understand they voted a $200 raise to all teachers last night. Waited until I was absent and then put it over. Now, if I had been there . . ."

Board Member Jim seldom attended two meetings in a row, but he expressed in no uncertain terms his displeasure at any and all proposals passed-on in his absence.

Finally, the day after the teachers' raise, a listener quietly observed, "You know, Jim, if I was a member of an organization that did something when I wasn't there, I would figure it was their business and I'd either take it and like it or keep still until the proper time came to object to it, which to my notion would be at the next regular meeting."

Board Member Jim saw the point.

5. REGULAR BLUE: Mr. Blue was elected, over his mild protest, to membership on his local school board.

"Well," he told his wife, "I'm on, so guess I had better get some information as to what things are all about."

Board Member Blue called on his school principal and secured a book on School Board Organization. He also subscribed to a couple of school board magazines and wrote to his State Department for pamphlets on the duties of school board members. He also secured a school Law Book and spent some of his leisure hours in studying and reading up on the type of schools in his community.

He went early to his first board meeting and asked some questions of the principal, clerk and board president. He kept a close record of the proceedings and later volunteered to serve on a committee to visit a neighboring district to help in clearing up a transportation problem, after he thoroughly understood the matter. He made it a point to know the details concerning the school budget and kept informed as to its course. He stuck for economy where it did not lower school standards and he attended school functions and spoke at local P.T.A. meetings, when asked to do so. He made it a point to meet and be introduced to the teachers and during the year managed to visit a class of each. He was able to talk intelligently on their general classroom control but admitted frankly that he was not a competent judge of their professional qualifications. He confined his discussion on strictly board matters to board meetings. He voted against motions he felt after careful consideration of both sides, were not for the good of the school, but he was open to conviction. On the rare occasion that he was absent, he accepted silently the decisions of the others. He kept his board meeting night open

LEARNING TO READ

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IT HAS VARIETY OF CONTENT

Realistic stories, old and new fanciful stories, informative selections, and poetry make LEARNING TO READ fun for children.

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and free of other engagements.

Board Member Blue was elected president of his board his second year and made an outstanding board official. His principal and his teachers knew that he would back them up to the limit if they were in the right and that at any time they were welcome to talk over and discuss school problems with him. President Blue moved on up to secretary and then president of state board associations. When he finally resigned, due to poor health, he was given a testimonial dinner that showed the respect in which he was held by his school and community for the gift he received was inscribed—"To a Real Board Member."

HELPING ADOLESCENTS ADJUST

HENRIETTA HOLLAND
Highland, California

ALTHOUGH a few people are fortunate enough to remember their childhood as the "happiest time of their lives," more of us look back upon our childhood as a time involving considerable uncertainty, many unsatisfied desires, and even a good deal of unhappiness. Adolescence especially is a time of turmoil and insecurity for most people.

Children in junior high school and the first year of high school are particularly in need of help in making adjustments. To them the most trivial things may loom overpoweringly large and important. They have no perspective to help them solve their problems. They are often overwhelmed by a sense of insecurity and suffer quite keenly from their awkward predicament of being neither adults nor children—just adolescents.

All teachers must be counselors, but the teachers of adolescent children assume a particularly strategic position in guidance. Under our present school set-up we are forced to do a great deal of our guidance by mass methods. Although this is not so effective as individual guidance, still a great deal can be accomplished through group guidance, and when followed up and supplemented by individual guidance, it can be very effective.

One of the matters which can be handled very satisfactorily by group guidance is instruction in school procedure and customs. We have found in our school that many discipline difficulties as well as much teacher and pupil unhappiness can be eliminated by coming to a common understanding and acceptance of school precedents and standards of conduct before difficulties arise—instead of afterward.

Rather than trying to thrust upon the students a set of ready-made standards, however, the teacher who is a wise counselor will develop as many as possible of these with her students, and secure their acceptance of those upon which there must be uniformity throughout the school or system.

Although the matter of understanding the individual child must be done chiefly through individual conferences, the teacher can secure considerable helpful information through grade methods. After she has established the proper rapport with a class, the teacher can have them fill out informal questionnaires covering such information as family connections, special interests, likes and dislikes, etc.

▼ ▼ ▼

Some teachers in our system ask the children to write paragraphs telling what their interests are, what their greatest problem is, or giving similar information. To do this successfully, a teacher must be particularly adept at motivating the group and developing their confidence. Even then children are sometimes so handicapped by their inability to express themselves in writing that they do not give much help. This method has yielded information that has helped us solve several serious maladjustments, however. It is surprising that children recognize their difficulties more often than we think they do.

In helping children to solve their problems, the teacher can usually succeed best in individual conferences. In some schools a regular period is given for counseling, but most of us must do our counseling before or after school.

There is no one time that is the ideal time for counseling in our busy school day, so we must choose what seems to be best for the individual and for the situation. Counseling should come, of course, when it is needed, when the child is receptive, when there is *time* for it, and when you feel equal to handling it effectively. Don't try to advise and assist a student at 3:30 Friday afternoon if the north wind has been blowing all day, you have a headache, and he wants to go pitch for his baseball team. Better postponed the conference uutil Monday when both you and the student may be better prepared for it.

To be a good counselor, you must have many interests besides school. Cultivate your interest in people. Try to understand them. Try, too, to understand yourself. Take time now and then to stand off, put on your "objective" spectacles, look at yourself, and observe your own weaknesses and peculiarities. Then laugh at yourself and go to work to make yourself a more perfectly adjusted individual.

To help you, you might read some of the articles in "The Clear-

How many of these 20 basic skills have your pupils mastered?

- ☐ How to Use Parliamentary Procedure
- ☐ How to Understand Social-Studies Reading
- ☐ How to Use an Encyclopedia
- ☐ How to Make an Honest Report
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Then order for 30-day free examination:

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

SOCIAL-STUDIES SKILLS is the new textbook for pupils that allows teachers to make more efficient use of their time in bringing pupils quickly to a point of competence in the 20 basic social-studies skills.

The humorously illustrated book makes it fun for pupils to learn the skills that will improve their daily social-studies work. Busy teachers are relieved of an endless mass of detailed preparation and instruction. Pupils can even work along on their own, checking one another's work with the *Individual Self-Testing Key*. There are directions, practice materials, tests, and retests on each of the 20 skills.

Use SOCIAL-STUDIES SKILLS, and your school will have a new talking point in the community. You can say with pride that in one class alone your pupils are being taught 20 practical skills that will be useful to them throughout life. You can say it at P.-T.A. meetings, before service clubs, and wherever criticism of the schools arises. The cost? A classroom set of 30 books, which can be used by a different class each hour, is only $27!

Order a copy for each of the social-studies teachers today. They can make good use of their personal copies while a quantity order for the pupils is being considered.

30-day approval—List price $1.50

Net professional price, with key, $1.20

4-29 copies, including keys, $1.05 each, net

30 or more copies, 90¢ net each, keys 5¢ each

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New York 3

ing House," "Education," or other professional magazines. For help with specific problems the following books are good references:

Cox and Duff—*Guidance by the Classroom*

Koos and Kefauver—*Guidance in Secondary Schools* (1932)

Kefauver and Hand—*Appraising Guidance in Secondary Schools* (1941)

McLean—*Knowing Yourself*

Strang—*The Role of the Teacher in Personnel Work*

To help you keep your patience, a Bible verse now and then, a bit of poetry, "Grin and Bear It," or the cartoons in your local paper are good reading. As a gentle reminder, Ethel Gessner Rockwell's *Commandments* are good to keep in the top drawer of your desk where you will be sure to see them every day.

Remember always that a great deal of your success in dealing with adolescents depends on you and your personality. Anything you can do to improve yourself will improve your counseling.

Come to the counseling period in a spirit of humility. Be ready to listen. You must act interested in everything the student has to say, and let him say it. Don't talk too much yourself. Lead the child to recognize and analyze his own problem if possible. Then help him to work out a solution—one of which he approves and which he is willing to try to accomplish. Make the solution very definite, and don't set goals so high he can't attain them. Then don't dismiss him as "adjusted." You must continue to counsel.

Although there is no formula for counseling, the following suggestions which have helped others may help you in assisting adolescents with their problems.

REMEMBER:

1. The pupil is important.
2. He is an individual—much like yourself.
3. Try to project yourself into his thinking—to see his side.
4. Try to understand him and his actions.

Today counseling is probably the most important responsibility which the teacher of intermediate and upper grades has. Adolescence is a difficult period in any one's life, but adolescence in wartime is an even more difficult period. To help adolescents adjust to the world in which they are living, to help them become alert to the problems of the future, and to help them prepare to meet them—that is the job of every teacher today. It requires time, sacrifice, understanding, skill, work, and infinite patience. If you aren't willing to give that, you had better join the Wacs or get a job in a war plant.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Home and School Should Meet

Maximum success in teaching depends upon teacher-parent cooperation. It is important that each understand and respect the other and, that every child involved be cognizant of that attitude. When a child knows that his parents contact the teachers frequently, and that the former are informed regarding his conduct and achievement he is more likely to attend to his business than if he knows they never see each other.

Often children who are failing do not take their report cards home; neither do they take their written work home, nor notes of criticism and explanation. To the teacher they report that they lost the papers, that their parents wouldn't write an answer or that they said they don't care. All children are pretty shrewd, especially when it comes to taking care of themselves. If their innocent falsehoods are not detected, they soon learn to play both ends against the middle and become, in political terms, practical diplomats.

The greatest teaching aid that I know of is an understanding on the part of the teacher of each individual child, and the best way to develop that understanding is through home visitation. These visits help the teachers become familiar with the home environment; they clarify the relationship between parents and children; they bring to light what parents expect of their children, and how the latter react to these standards; they show whether adults understand their offspring, together with various types of problems and significant facts. The home call makes a scientific diagnosis possible. This ought to help in the determination of an effective remedy.

It is just as important for parents to visit the classroom. This enables them to note many points of value, as: class standards, how their children react in light of those goals, achievement of various members of the group, and conduct and application. School visitation helps the parents know how their children are progressing in school; it gives the teacher an opportunity to explain to the parents the problems, successes, and failures of their children and to suggest constructive procedures.

Not many pupils are bad and not many are failures—they just need to be understood. Home-visitation and school-visitation help the teacher understand the home; the parents understand the school and the teachers, and parents and children understand each other. This understanding, in turn, is bound to create sympathetic and thoughtful relationships.

Become familiar with the parents of every one of your children; consult them freely when anything goes wrong—and your path will be straighter and easier.

The News Digest

OF EDUCATION IN ACTION

Millikan Leaves California Tech

PASADENA, CALIF.—Dr. Robert A. Millikan, 77, eminent physicist and Nobel prize winner in 1923, has retired as administrative head of the California Institute of Technology.

Dr. Millikan resigned the chairmanship of the institute's executive council which he had held since 1921, when he came here after 25 years as professor of physics in the University of Chicago.

Ultra Violet to Battle School Epidemics

ALBANY, N. Y. — Experiments in controlling epidemics of measles, chickenpox and mumps by the installation of germ-killing ultraviolet-ray lamps in classrooms of three large rural schools are being made by the New York State Department of Health under the direction of Drs. James E. Perkins and Anne Bahlke. The three schools selected are built on the same general plan. All have similar ventilating systems so that the amount of air circulated per pupil is the same. The General Electric lamps are made of a special kind of glass which transmits ultraviolet bactericidal light. Trough fixtures protect the children from ultraviolet "sunburn." Disinfection of air depends upon circulation in the upper irradiated section.

Hopkins Retires; Dickey Heads Dartmouth

HANOVER, N. H.—Dr. Ernest Martin Hopkins, aggressive and outspoken president of Dartmouth College for nearly 30 years, will retire Nov. 1 and be succeeded by John Sloan Dickey, 38-year-old director of the Office of Public Affairs of the U. S. Department of State and formerly a Boston lawyer.

Announcement of the retirement by John R. McLane of Manchester, chairman of the trustees' executive committee, was accompanied by a statement setting forth that Dr. Hopkins, now nearly 68, sought to retire when he was 65, but finally agreed to continue while the war was in progress.

The new president was graduated from Dartmouth in 1929 and from Harvard Law School in 1932. He achieved the highest distinction here in the field of history and was a Rufus Choate scholar and Phi Beta Kappa member. While at law school he did part-time work in penology with the Massachusetts department of correction for 1930 to 1932. Later in 1933-1934 he was assistant to the Massachusetts commissioner of correction.

Schools In This Country "Adopting" Schools Abroad

NEW YORK—Devastated schools in the liberated countries of Europe are being "adopted" by American students, groups, individuals.

It means that students and school programs, disrupted by the war, will be rehabilitated physically; that "a spiritual bridge" will be established between American and European educational institutions.

Outgrowth of an idea which took root in remote sections of the Southern Appalachian Mountains some eight years ago, the "sponsored school" plan was conceived and operated by the Save the Children Federation.

Dr. John R. Voris, president of the federation and originator of the "sponsored school" plan, visualized its extension overseas two years ago.

"Now, thanks to the work of Dr. Alfred E. Stearns, former headmaster of Phillips Exeter Academy, and the committee of educators he has enlisted, and with the cooperation of the World Education Service Council," explains Dr. Voris, "we have been able to get the project under way."

The program calls for "adoption" by American schools, both public and private, of similar institutions in liberated Europe. Their contributions of cash and supplies, along with those of other organizations and individual sponsors, are sent to schools abroad through the federation.

Dr. Stearns group is enlisting the aid of American colleges and independent (private) schools as sponsors. A similar committee seeking support from public schools is headed by H. Claude Hardy, superintendent of schools of White Plains, N. Y.

Already, 73 schools in France, Belgium and Holland have come under sponsorship. The Loomis school, Windsor, Conn., the first to accept a sponsorship, "adopted" L'Ecole du Montcel, a boys' school near Versailles.

French authorities have provided a list of more than 400 schools for which sponsorship is desired.

Rhodes Scholarships Open to Veterans

PRINCETON, N. J.—A plan to offer thirty-two War Service Rhodes Scholarships for at least two and possibly three years was announced by Dr. Frank Aydelotte, American secretary to the Rhodes trustees. These scholarships, which send the recipients to Oxford University with an annual stipend of 400 pounds, will be made available as soon as possible, Dr. Aydelotte said.

At the same time he announced that the standard form of Rhodes Scholarship, for which elections were suspended in 1939, likewise would be

Simplified English Requires 42-Letter Alphabet—G.B.S.

LONDON—George Bernard Shaw has renewed his demand for an economic English language with a 42-letter alphabet in commenting on another language theory expounded in Commons.

Laborite Dr. Mont Follick told Commons that simplified English for international use is the only solution for peace in this atomic world.

Mr. Follick invented in 1938 a system of simple English with only 700 fundamental words, 150 fewer than basic English. He asked that the three letters c, q, x be eliminated.

"Remove those three useless letters and any European could learn our language in three months," he said.

Mr. Shaw said he didn't think much of Mr. Follick's idea.

"I already have left 20,000 sterling ($80,000) in trust for anybody who will make the English language an economic language," Mr. Shaw said. "I am an old man and getting a little deaf. It would be unfair for me to comment upon another man's system without reading it fully. But if this man does not advocate a new alphabet his system is of no use. To make this language an economic affair we must have 42 letters. It cannot be done any other way."

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resumed. The yearly quota of these grants for American college students is also thirty-two.

For the new type of scholarship, Dr. Aydelotte said, "all service men will be eligible, provided they have been in uniform a full year, and a year's work as a civilian for which draft boards will likewise be acceptable to the committe."

There will be three principal differences in the regulations governing War Service and regular Rhodes Scholarships. Applicants for the former need have completed but a single year of college work, instead of the customary two. A War Service Scholarship holder may be married, whereas marriage renders other applicants ineligible, the maximum age limit of 25 will be waived for veterans.

University Sets Up Teachers Laboratory

PITTSBURGH—A curriculum laboratory, designed to give the public school teacher materials and to discuss methods for effective, lively teaching, is being assembled at the University of Pittsburgh.

A small printing plant will be set up in which textbooks may be produced on the campus if none are available for certain needs. Projectors for sound films and recording devices will be provided.

The students will sit at tables around a hollow square so that discussion will be easy. The laboratory aims at helping the teacher find the right ways to help the youngsters in the classroom. An extensive library will serve teachers who are engaged in research projects.

Want Nursery Schools Made Permanent

CHICAGO—The executive council of the American Federation of Teachers (AFL) recommended that nursery schools, which the council said "had proved so effective" during the war, be further extended as a permanent part of the American school system.

Chicago Schools Test Television

CHICAGO—The Chicago public school system will test television as a part of its educational program this fall If the experimental programs prove successful, the project will be expanded, George Jennings, director, said.

The first programs will be picked up on specially developed television receivers to be installed in the Goudy Elementary School and in one other school.

A different subject will be covered each week. Experts in nature study, aviation, commercial art, wood working, home economics, zoology and botany will be heard and seen illustrating their subjects. Receiver screens showing images eighteen by twenty-two inches will be used.

"The Board of Education has long felt that television will open startling new methods of instruction," Mr. Jennings said. "We are undertaking this series in conjunction with Station WBKB in the hope that we can lay the groundwork for a large-scale program of visual education through television in all of Chicago's public schools.

"The scripts will be made interesting as well as instructive. We hope to utilize the knowledge of leaders in all branches of the arts and sciences in an exciting new manner. The programs will emanate from a given point and reach hundreds of students at one time. The possibilities are limitless."

College Rules Relaxed For Veterans

FRANKFORT, KY.—Under a special program adopted at Kentucky State College, war veterans who have not completed high school may enroll in any class. A veteran will be classified according to the level he reaches, based on a series of tests recommended by the United States Armed Forces Institute and the American Council on Education. Credit will be given for Army training and service experience.

Another plan has been approved for those who do not wish to work for a degree but who want to take courses at the institution. Under this program a veteran may register for any class and continue in it as long as the instructor feels that the student is profiting from the work. Upon successful completion of each class he will receive a certificate of proficiency.

Agnes Samuelson Joins N.E.A. Staff

WASHINGTON.—Dr. Agnes Samuelson has been appointed assistant director of public relations for the National Education Association. Dr. Samuelson was Iowa state superintendent of public instruction from 1927 to 1939. For the past six years, she has been executive secretary of the Iowa State Teachers Association. In her new position, she will have charge of contacts with patriotic, religious and civic groups.

In July, Dr. Karl H. Berns became the N.E.A.'s first assistant secretary. Dr. Berns was formerly assistant secretary of the Ohio Education Association, and comes to Washington from the Red Cross after service as area director in the Southwest Pacific.

General Education Desirable for Teachers

EVANSTON, ILL.—College graduates will have a better chance of getting jobs as grade or high school teachers if their training places more emphasis on general education and less on specialization, a survey conducted by the placement bureau at Northwestern University has found. A person who, in addition to general education, has a good personality, a record of participation in campus activities and high grades, has the best chance of becoming a teacher.

Parents Welcome Visiting Teachers

LANSING, MICH.—Parents of "problem children" have reacted enthusiastically toward visiting teachers who direct such cases and correct their behavior deviations, the Youth Guidance Commission learned today from John S. Haitema, chief of special education in the State Department of Public Instruction.

The program is the most outstanding thing in education in recent years," he said. "Requests for information have come from 26 states."

Haitema said parents are resentful of requests to visit "some agency" regarding their child, but are willing to co-operate with a visiting teacher who represents the neighboring school. He cited cases where both parents and children in some instances have urged other parents or children to consult the teachers.

In the first year of the Michigan program, Haitema said, 8,062 children were visited and 3,583 cases were marked "closed," most of them because the condition had been corrected. He said 100 different types of agencies, including churches and children's centers, were brought into the cases.

Urges Young Farmers Borrow for Schooling

WEARE, N. H.—Reversing the old copybook adage on "borrowers" and "lenders," John A. Dodds, Headmaster and teacher of agriculture at the Weare High School here, strongly urges his students to be borrowers.

"I encourage boys to establish credit by borrowing money—all they need to do a good job—invest it wisely, and pay it back when they agreed to.

"The Farm Youth Development Fund is by far the best organization with which I have been priviliged to work and secure credit for boys enrolled in vocational agriculture. We have borrowed some $1,800 in various loans ranging from $35 to $500, all of which has been paid back ahead of time, or is ahead of due payments.

"These loans have either contributed materially or been entirely responsible for my boys having a satisfactory supervised farming program," Mr. Dodds said.

The group poultry-raising program realized a net income of more than $140 to the members of the Weare Chapter of Future Farmers of America in the department of vocational agriculture at the high school.

N. Y. U. Offers Seminar On Full Employment

NEW YORK.—An unusual course in leadership training in contemporary economic problems has been inaugurated at New York University.

A unique feature of the course will be the participation of selected persons actively engaged in industry, finance, organized labor, welfare work and the professions in addition to regular graduate students.

"Full Employment in a Free Economy" is the problem chosen for study during the fall term. An attempt will be made to define "full employment" and to determine how a maximum employment goal will influence policies and conduct throughout our economic system.

Prizes Offered For Essays on Printing

"Printing and World Peace" is the general topic for the 1945-46 Essay Contest sponsored by the National Graphic Arts Education Association in cooperation with International Printing Ink. The contest is open to students in the ninth year of the junior high schools, senior high schools and trade and preparatory schools and particularly in schools where printing instruction is offered. The essays should be from 400 to 700 words in length, and may be typed, written in ink on one side, or printed.

For complete information write to the National Graphic Arts Education Association, 719 Fifteenth Street, N.W,. Washington 5, D. C.

Boston School Opening Delayed by Infantile

BOSTON.—Boston public and parochial schools reopened September 18th after postponement caused by report of 52 cases of infantile paralysis in the city.

Dr. Arthur L. Gould, school superintendent, announced the reopening after a conference with Dr. James A. Keenan, school business director, and Dr. Frederick J. Bailey, city health commissioner. While there has been no alarming increase of the disease in the city, authorities plan to keep close check in case any emergency should arise.

Springfield Loses Supt. Granrud

SPRINFIELD, MASS.—Dr. John Granrud, Superintendent of Schools and author of the widely copied Springfield Plan of racial and religious tolerance, has resigned because of ill health, Mayor J. Albin Anderson Jr. announced recently. The school committee accepted the resignation, the Mayor said, at the insistence of Dr. Granrud, who has been on leave of absence at his home in Minneapolis since July.

TO STIMULATE

care in reading, a record of books read is important.

Adventures in Reading. Diary, Anthology (Hayes), a unique volume for that purpose (with other attractive, instructive features).

Emphasizing this importance, O. Fred Umbaugh, head of English department, Thornton Township High School, Harvey, Illinois, says:

"Your 'Adventures in Reading' furnishes an opportunity to make such a record in a dignified form, which can be placed on the library shelves for future references."

"Such a volume when filled constitutes a mental savings bank, upon which drafts may be drawn at will." Christian Advocate.

"* * * a novelty in the book line, and one that might be employed successfully by the teacher of literature to aid in cultivating taste for good books and a habit of reading them." This Journal, Jan. 1945.

$1.00, discount on six or more. Examination copy on request.

Colonial Process Printing Co.
Harvey, Illinois

To Emphasize Pleasure In Physical Training

ITHICA, N. Y.—On the basis of three years' experience in conditioning Army and Navy trainees, Cornell University has adopted a required physical training program which is designed to make training enjoyable. Games and sports beneficial to health after graduation are to be emphasized. Swimming, tennis, golf, badminton, squash, bowling, handball, fencing and volleyball will be taught by competent instructors.

The compulsory program was recommended by the physical education department after a study of results of the training program for service men enrolled at the university. It was found that the pleasure, as well as the competitive spirit, derived from play moved the trainees to expend greater effort and thus to receive more benefit. Except swimming, which will be compulsory for all non-swimmers, the student may, after his first term, state his preference for a sport and follow that exclusively.

Geography Materials Listed for Teachers

FITCHBURG, MASS.—The geography department of the State Teachers College here has prepared a mimeographed list of materials available at little or no cost to teachers of geography. A free copy of this Educational Paper No. 1 may be obtained by writing to Professor A. G. Simmons, Head of the Geography Department.

CBS School of Air Gets Out a Manual

One hundred thousand copies of Columbia network's new 224-page 1945-46 program manual for "The American School of the Air" are being sent to CBS stations for distribution to teachers, adult education groups, Parent-Teachers Associations, and libraries throughout the country.

The volume was prepared by the CBS Education Division in collaboration with its National Board of Consultants. The programs will be heard Mondays through Fridays over 30 weeks beginning Oct. 1.

Grins Between Grinds

MAN OF LETTERS

Teacher: "Billy, do you know your alphabet?"

Billy: "Yes, Ma'am."

Teacher: "What letter comes after A?"

Billy: "All of them."

BLACK SHEEP

"Been drunk again?" asked the boss.

"That," replied the hired man thoughtfully, "is a word we never use in the town where I come from."

"Whether you use it or not, this drinking is going to kill you one of these days—and you'll have to face St. Peter."

Martin reflected gloomily for a moment, then drawled: "Wal, the Good Book do say thar's more rejoicing' in heaven over one sinner than ninety-nine just men."

DOWN WITH IT

A "help wanted" ad called for "Harvard graduate or equivalent." A Yale man wrote in response: "Could this mean two Dartmouth men, or one Yale man working half time?"

THE REAL McCOY

A young Sunday School teacher told her primary class the stories of Paul and of Peter and said she expected them to tell her the stories next Sunday.

When the next Sunday came no one could remember anything about either Paul of Peter. "Can't you even tell me who Peter was?" she asked in despair.

One little hand went up, timidly, and a small voice piped, "I think Peter was a wabbit."

OF SAME MIND

A Scotchman from the remote Highlands paid his first visit to London. On arriving at Euston, a voice immediately said, "Taxi, sir?"

Donald shook his head.

After exploring London, our Scotch friend went on to Bristol. On emerging from the station he heard the familiar hail, "Taxi, sir?"

"No thank ye," he bawled. "I said 'No' in London, and I meant it. Now stop following me about."

USES A VACUUM

"The modern girl's hair may look like a mop," said a commentator, "but that doesn't worry the modern girl. She doesn't know what a mop looks like."

HE WOULD ANYWAY

Humorist: "Do you suppose I can tell the same jokes I did when I entertained here ten years ago?"

Candid Companion: "Sure you can. Noboby who heard you then will be in tonight's audience."

BLURRED BY TIME

Old Mr. Case, a devout Yankee, was teaching his Sunday school class the lesson about Adam and Eve and the Garden of Eden. Some discussion arose as to the precise location of that garden, and at length the teacher was appealed to.

"Where do you think it was, Mr. Case?"

He stroked his beard reflectively and then drawled:

"Waal, I don't precisely know, but I reckon it's mostly growed up to bushes."

RECIPROCITY

A minister was loud in his praise of the fat and juicy bird his colored host served for dinner, and finally asked:

"Where did you get such a fine chicken?"

"Pahson," replied his host, "when you preaches a good sermon Ah doan ax you whar you got it. Ah hopes you'll hab de same consideration foh me."

STAR SPANGLED BANNER

Herbert had been taught to rise when his mother came into a room, and to remain thus until she was seated or had left.

One day he had a friend with him when his mother arrived. He stood up, but his friend did not move, so Herbert asked him to do so.

A few minutes later his mother entered again, and the same procedure was gone through. When Herbert's mother entered for the third time, her son rose and the precocious guest asked, "Say, does your mother think she's the national anthem?"

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